

London shows the flag

It is not difficult to point a finger at the Government's most remarkable achievement. Only something quite extraordinary could succeed in uniting the Labour, Conservative and SDP in the Inner London Education Authority for the demonstration of solidarity which was mounted on Tuesday. All parties joined in total opposition to the Government's plans to replace the ILEA with a joint board composed of members sent by the constituent Inner London boroughs - a hybrid body of dubious parentage and unpredictable behaviour.

By mobilising an audience which included many distinguished London figures, including church leaders and members of parliament, the authority sought, in a dignified manner, to send a powerful signal to the palace of Westminster across the Thames. ILEA has, for most of its life, been a Labour stronghold. In recent years it has been a field of the Labour left. It has courted its own destruction, deliberately confronting the government and challenging for a fight. During this time, the party strife at County Hall has been fierce and acrimonious. But this has not prevented the education committee of the ILEA from passing a unanimous resolution expressing "all party concern about the constitutional changes implicit in the White Paper proposals, especially those which will erode the autonomy of local government."

Here, of course, the members of ILEA were echoing the doubts which permeate local government as a whole (see John Stewart's article on page 4) about the proposed legislation for rate-capping and the ending of the independent discretionary power of elected local government bodies to levy rates for expenditure on functions and services under statute. The Bills which Mr Patrick Jenkin, the Environment Secretary, will be pushing through Parliament in the next two years have the unenviable distinction of being local government bills which nobody in local government supports.

Some of the strongest opposition comes from the Government's own supporters in the counties, who have already begun to pound away at Conservative back benches, many of whom have no intellectual confidence in the specious arguments which Mr Jenkin is being forced to deploy. If, as seems likely, Mrs Thatcher simply makes it an issue of confidence, of course the troops will obey orders, but not without protest in the Commons and the risk of minor mutiny in the House of Lords. (Indeed, the general power for controlling rates, as opposed to the specific power to proceed against notorious high spenders, almost looks as if it has been included as an expendable sop to be sacrificed in the face of noble opposition.)

London, on the other hand, is a special case, in the sense that ever since the abolition of the London County Council in 1964, the London education service has been administered by an *ad hoc* authority. The present ILEA is composed of 35 GLC



Front bench harmony

councillors, elected from the Inner London constituencies, 12 members (one from each of the 12 Inner London boroughs) plus one representative of the Common Council of the City of London. It, therefore, has had a core of 35 members, who when they stood for election, did so as candidates for the GLC and, specifically, for the ILEA.

This is now to be replaced by a joint board, composed of members appointed by the inner London boroughs in proportion to their population, plus three members from the City. Unless some other arrangement is written into the legislation, those inner London borough members who are nominated for the education joint board will serve at the pleasure of their borough party caucuses. The relationship between the boroughs and the joint board promises to be tense and if the confusions which informed the recent DES consultation paper are anything to go by, the Government is as unclear as the rest of us as to how these should be resolved to achieve a sound set of working arrangements for London education.

The main business of Tuesday's public session of the ILEA was to receive a report from the Education Officer on the consequences of the Government's plans. Much of its focus on the additional services which would have to be provided by the joint board to replace services now provided for ILEA by the GLC. These now cost an estimated £21.4m, of which the largest items are in the architects' department and the department of mechanical and electrical engineering. Cynics who are easily persuaded that any reorganization aimed at saving money will end by costing more, have plenty of grist for their mills.

It is now clear that if - a big if - the Government carries out its own policies with regard to the reform

of local government finance, eliminates the metropolitan counties, and sets up joint boards like that proposed for education in London, there is going to be an unholy mess. This mess will put London's education service at serious risk of structural breakdown between 1985 and 1990 unless the sterling quality of the much-maligned administrative and professional staff at County Hall and in the schools and colleges somehow manages to keep things going in spite of the deliberately contrived political and financial chaos.

The proposed structural reorganization, with all the change of personnel and political machinery it will entail, will have to go forward at the same time as the draconian cuts in spending implied by the financial legislation. Why, given this hideous prospect, the Government should seek to make the Secretary of State directly responsible for the new board's manning levels and the budget, when rate-capping already applies, is not clear: it will be an acute embarrassment to whoever heads the DES - yet another example of giving way to the temptation to nationalize discontent and focus it on the government.

What is clear is that what is to happen in education in the metropolis is seen by the Government as a side issue in a larger political quarrel with the metropolitan counties. Education is a cat paw. The view of the DES is not seriously considered. The Department of the Environment also regards the financial proposals without enthusiasm, but the political animus has taken over and senior Cabinet ministers have allowed all serious judgment about the quality of the education and other services to be swept away in a political trial of strength.

The Conservatives will gain little credit from this operation, which certainly and sadly can only be seen as another interim measure in a yet far from finished process of reorganization. They have a great deal to answer for, including the bad judgment which usually inspires last-minute manifesto promises. Theirs is the chief blame for the party in power on whom the burden of responsibility rests. But Labour, too, has a responsibility for the impending disaster. The leaders of the ILEA have relished the confrontation just as much as the Government. "Over-spending" is a question-begging term, but there can be no question that ILEA has spent money freely while most other authorities have been more willing to cooperate with the Government's national policies on spending.

It must be a basic principle that in any major political dispute between local and central government, the central government will win. This is what is now happening in London (as it is about to happen in rhetoric-laden Liverpool). Those who will bear the brunt of the battle will be the unfortunate people who have to keep the services going while the political prima donnas enjoy their big moments.

Second opinion Why team games still matter

As reported in last week's TES, a movement against inter-school fixtures has been gathering momentum for some time in the school sports world and its proponents have mustered some convincing looking arguments. "Curriculum need", "a broad concept", "inordinate amount of resources going on relatively few pupils", "sport available outside the school anyway", "not enough support from other staff..." yes, these are realities which can be found in some schools.

Now I am not against the individual sporting activities which have begun to make inroads in schools against the traditional team games - squash, badminton, trampolining - there is a place for them. But they must always be subordinate to the major team games for moral and philosophical reasons to which the "away-with-the-fixtures" lobby have paid insufficient attention.

I was not educated at a public school. Nevertheless I think some of their ideals are more than ever necessary now in our state schools.

Team sports inculcate discipline in an individual; first of all, of course, it is imposed by a teacher in charge but it gradually leads to self-discipline, responding to the demands of the game, cooperating with team mates and never better exemplified than by a scrum-half and a fly-half working harmoniously together. It is accompanied by the discipline of the two or three hours a week training after school in cold and rain.

I can point to lads in my school, a mixed comprehensive, who would have been in the hands of the police now had it not been for the moral uplift they gained from playing in a team. And I am not just talking about a school side. At Cowley we run three rugby sides from the first year boys alone and that is in addition to other sports such as hockey and cross-country.

The other value team sports impart is pride. In today's large-scale schools, many on split sites, there's no feeling of being part of that corporate body, the school. A team gives the school a name in which all members of that body can take pride. To understand what I mean, the scoffers would have had to see the 300-400 pupils and parents who turned up to wave goodbye to the Cowley rugby party setting off for a month's tour of Australasia in 1981.

Moreover, that pride generates a response in the local community. Some of our home fixtures attract gates of over 1,000. More importantly, shop-owners and businessmen identify with the teams and respond generously when approached to help.

The effect on the staff is nothing but beneficial. At Cowley, the sport has never been regarded as an extension of the PE department. Up to 20 regularly help with the school sides in my school, some nowhere near touchline but doing posters or helping with refreshments. The discipline of the field is carried over into other areas of school life and relationships between pupils and staff are qualitatively better.

To finish on the plane of argument from which too many of the opposing camp never rise, material cost. A rugby team needs one ball, price £20 and the players only a pair of boots apiece when they go along to a local club and that matters, where unemployment is rife. But when you start encouraging squash and golf it costs far more to continue after school than football and rugby. Is this really a "broad curriculum provision"?

Ray French
Ray French, who played for England at both Rugby Union and Rugby League, is master in charge of rugby at Cowley School, St Helena. He is also BBC commentator on televised rugby. *Observer, December 1, 1983*

Devon told to sack lecturers over YTS crisis

by TES reporters

A chief education officer told his authority this week that it has to fire college lecturers to solve a financial crisis brought on by the Youth Training Scheme. And other county authorities throughout the country say they, too, are looking at urgent measures to make good any losses on the programme.

A special meeting of Devon education committee yesterday was to be asked to approve a £1.4m package of cuts which will mean giving immediate notice to college lecturers as part of a plan to avoid repeating this year's heavy deficit on the YTS. A further 164 teaching jobs may go next September, partly to help offset the YTS losses, but also, to make savings on overall education spending and release money for urgently-needed improvements in some parts of the service.

It is required under national agreement - to 25 college lecturers this month, but they could be withdrawn if the Manpower Services Commission comes up with more money for next year's scheme.

A meeting of the Association of County Councils' education committee last week accepted that it was hopeless to try to get the MSC to bail out counties like Devon, but will seek a joint meeting with the Education and Employment Secretaries to try to negotiate a better deal for next year.

They will emphasize that the authorities are caught between inadequate funding from the MSC and the refusal of the DES to allow provision in their education spending for deficits on the YTS.

An association official said after the education committee meeting that some authorities were facing even bigger YTS deficits this year than Devon had reported.

Meanwhile, Wiltshire this week found itself faced with threats of legal

action from students over its decision to sack part-time staff and cut back heavily on teaching hours at Swindon College. It is trying to avoid a heavy deficit on the college budget, not in this case attributable to the YTS.

The lecturers' union, the National Association of Teachers in Further and Higher Education, instructed its members at the college last week not to teach classes originally taken by 238 part-timers after the council decided to give part-time staff two weeks' notice in mid-term and end overtime by full-timers. The county treasurer reckoned that the college would be otherwise overspent by £250,000.

After an internal review by college department heads, the authority agreed to issue new contracts with reduced hours to 164 part-timers and to spend an extra £100,000. But all full-time courses have been reduced by two or three hours to 22 hours a week, the part-time day by one hour, and evening-only courses by half an hour.

Mr Rick Johnson, a solicitor at the Thamesdown Law Centre, said this week that he was arranging legal aid for the colleges students to apply for a judicial review of the council's action. He is also writing to the Education Secretary to ask him to intervene.

Dr John Brennan, the director of education, said he was satisfied that all the actions taken by the authority have been legal.

In Scotland, Fife education committee is expected to decide next week to set up its own big programme for 16-18s, using a large part of the resources it is at present providing for the YTS. The move, already approved by the ruling Labour group, is the result of increasing dissatisfaction with "the whims of the MSC" and alarm among councillors and local colleges at the diminishing role of education in the YTS. The new programme will be "education-led".

HE figures concern

Thousands of well qualified young people could be denied higher education places unless the Department of Education changes its assumptions about future student demand, the Association of University Teachers said yesterday.

In a document called *The Real Demand for Student Places*, the association says the DES calculations fail to grasp the reality of the rising demand from traditional candidates (in social classes I and II) and from women.

It calculates that student numbers will go on rising until 1990, return to their current level by 1995 and then start to rise again. The DES thinks numbers will, at most, stay at present levels until 1985-89, drop by a fifth by the mid 1990s and then recover slightly by the end of the century.

It is the DES figures which are being used by the University Grants Committee as the basis for the current consultations on the future shape of higher education.

The association, which represents 33,000 lecturers and administrators in universities, says that more university students have traditionally come from social classes I and II than all other social classes put together.

Recent estimates by the Royal Society show that by 1998 the numbers in these classes will have risen by about half as much again to form 40 per cent of the 18-year-old population.

The proportion of female undergraduates in universities has risen from 30 per cent to 40 per cent in the last 10 years, the AUT document points out. It says parity in male and female participation will have been reached by the early 1990s.

Shires' hopes are on capital

by Biddy Passmore

The Tory-controlled Association of County Councils is to urge the Government to loosen its grip on capital expenditure now that it has such tight control over current spending.

The decision comes as councils wait to learn how tight that control will be. The Government's final announcement on grant penalties will be made next Wednesday.

Many counties say the capital allocations they are likely to receive next year (1984-85) will be "seriously inadequate". Although ministers have criticized councils for underspending their allocations, the ACC points out that the education service is actually spending not only all of its own allocation but also some of the money notionally allocated to other services.

At a meeting of the association's education committee last week, members discussed the plight of authorities such as Staffordshire, which says its capital allocation for next year is likely to be so small that it will lead to higher current spending. That is because it will have to restrict projects like energy conservation.

The association will be pressing for improvements in the allocations but does not expect them before 1985-86. The allocations for 1984-85 will be announced before Christmas.

One vexed question on which the education committee decided to take no action was school transport. Members rejected the idea of asking for major Government action such as the abolition of the statutory walking distance or end to the transport to decongestional schools, even though many are worried about rising costs.

NEWS



Mulberry Court, a Liverpool University student residence, has received a commendation in the 1983 Civic Trust Awards scheme.

Support grants Bill gets through the Commons

The Education (Grants and Awards) Bill, which will permit the Government to make specific grants to local education authorities for selected purposes, has passed unopposed through all its stages in the Commons. It was given a third reading on Tuesday by 193 votes to 102.

The last Commons debates on the Bill were used by the Opposition to launch a strong attack on ministers' encouragement to councils to reintroduce selection.

Mr Giles Radice, Labour spokesman on education, moved (unsuccessfully) a new clause specifying that no money provided under the Act should be used in any school where admission was based on selective examination, or set of tests of ability.

Selection was "unjust, inefficient, wasteful and divisive", Mr Radice said. "It failed to solve yesterday's problems and is more than ever irrelevant to today's education issues." But Mr Bob Dunn, junior Education Minister, said selection was not immoral and that he had done nothing more than remind education authorities of their freedom to reintroduce it if they wished.

Mr Clement Freud, the Liberal spokesman, tried to introduce another new clause seeking to transfer the money now going into the Assisted Places Scheme - £17m a year - to the new education support grants. The assisted places scheme amounted to a vote of no confidence in the state sector he said.

The Bill, which now goes to the

House of Lords, gives the Education Secretary the power to hold back 0.5 per cent of councils' rate support grant money for education (£30m in the current year) in order to allocate it to specific projects. Because the new grants will not represent additional money, the Bill is opposed by both local authority associations as unwarranted centralization.

● Maintained special schools in England and Wales will have to have separate governing bodies containing parents and teacher governors from September 1 1984. Sir Keith Joseph, the Education Secretary, announced this week. The Government has agreed, following consultations with local authorities and teacher unions, to put back the proposed date by four months.

Mr David Parnham, county secretary of the National Association of Schoolmasters/Union of Women Teachers, said the recommendation was unworkable and unfair to teachers who might have to work where their personal details could be thrown back at them or passed around the school.

Mr Walter Marshall, Tory opposition leader, described the proposal as deplorable.

● A pupil governor in Scotland who was recently elected vice-chairman of her governing body has been debarred from taking part in interviewing panels by the regulations governing schools councils, which were drawn up in 1975.

Interviewing is difficult enough for adults, with all their experience of life. What on earth do we think youngsters could bring to this process?

● The NAB funding plan favours polys

The National Advisory Body has decided to recommend to Sir Keith Joseph, Education Secretary, a compromise funding formula that is tilted in favour of polytechnics and other major colleges.

At its meeting on Monday, the NAB committee adopted this formula in preference to two others. The first, of uniform funding across the whole of local authority higher education, would have led to large losses of income but favoured the colleges of higher education and smaller colleges.

The second, proposed by the DES and based on this year's allocation of funds, would have been even more favourable to the polytechnics than the

Law may stop pupil governors appointing heads

by Hillary Wilce

A proposal by a local education authority to allow pupil governors to take part in appointing heads and senior teachers could be illegal.

Under a recent decision by Labour-controlled Derbyshire, pupil governors may be able to sit on governors' sub-committees dealing with staff appointments.

But the National Union of Teachers has advised its Derbyshire association that there could be a legal objection to this move, since the position of governor is a public office, and the view could be put forward that under-18s cannot hold such offices.

This view is based on counsel's opinion taken before the 1980 Education Act, and has never been tested in law.

The recommendation, which has run into concerted opposition from teacher unions, arose almost in passing during a meeting of the authority's finance and general purposes sub-committee, at which a co-opted NUT representative asked that teacher governors be allowed to take part in the appointments procedure.

Under the county's articles of government, teacher governors, non-teacher school staff governors, and pupil governors come under a single article, and the committee then decided to lift the ban on all categories.

However, Mr Colin White, the NUT representative on the committee, who made the original request, said this week he was opposed to extending the powers of pupil governors into this area and he thought there would be an attempt to overturn the recommendation when it comes before the education committee on January 5.

Mr John Swallow, president of the National Association of Head Teachers, said appointing staff was not a learning situation and pupils had no place in it. Teachers and heads had "every right to be interviewed by professionals or lay people with a legal responsibility in this field".

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Giles Radice: against selection

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The second, proposed by the DES and based on this year's allocation of funds, would have been even more favourable to the polytechnics than the

formula the committee chose. The NAB has now completed its advice to Sir Keith. It will go to the DES either today or on Monday and final decisions are expected before Christmas.

The NAB board (the official tier) met on Tuesday and decided to recommend that up to 20 new courses should be approved to start in 1984. It also recommended that a further 225 places at a cost of £300,000 should be added to the public sector's Information Technology Initiative in 1984. All the IT places available this year have been filled.

● The University Grants Committee

tee has approved nearly all the offers of extra places made by universities for the next two years. The offers - 2,500 in science and more than 1,000 in the arts in each of the two years - were made in response to an invitation from the Government.

But the announcement last week of new cuts for the universities in 1985 and 1986 may cause vice-chancellors to withdraw or reduce their offers, which were made on the basis of level funding. The DES has provisionally set their grant for the financial years 1985-86 and 1986-87 at £1,289m and £1,320m, figures which the UGC says amount to a 0.5 per cent a year cumulative cut in real terms. *THES*

Son of the Red Book

The report (see page 5) of the joint project between five local education authorities and HM Inspectorate on Curriculum 11-16 (HMSO, £3.50) could otherwise be entitled *Son of the Red Book*. It is the second and final report on the work on what has now been dubbed "The Entitlement Curriculum" - that is a secondary school curriculum based on the assumption that all pupils "irrespective of the type of school they attend or their level of ability or their social circumstances" are entitled to have access to a common programme which introduces them to HMI's famous eight "areas of experience" - aesthetic and creative, ethical, mathematical, physical, scientific, social, political and spiritual. The original red book (1977) set out the rationale and offered among other things the observations of the main HMI subject committees on the feasibility and consequences of trying to reconstruct the secondary curriculum along those common lines. What is

now offered is the report of five years' work in schools trying to put the red book principles into operation.

It is a very honest document - that is its value; it does not pretend that any scheme was totally successful; the value of the exercise was to be found in the exploration of the difficulties and the counter-pressures as in the vindication of the original principles. Seen as a huge piece of in-service education, the project had a great deal to commend it. It also pointed up the need for still more. Those who were already convinced by the argument for an extended common core will find the account of this experience valuable. It will not necessarily convince those who are not, nor will it settle the "How long is a piece of string" questions about the size of the core in relation to the whole.

There are interesting reminders of the conflict between the "entitlement curriculum" and market forces as they now express themselves in parental wishes with regard to examination qualifications, which may themselves be geared to an accurate or faulty appreciation of the demands of employers and higher education.

One of the values of an exercise like this is that it tests theoretical assump-

tions about what people should be taught against the realities of what the market will put up with, and exposes the conflicting messages from examinations, parents, employers and politicians which exist alongside the ethical, moral - and discreetly, political - principles set out by the curriculum designers.

Small change for science

The main concern of the Assessment Performance Unit is to assess what children can do, and in this there is no way of separating what they have learnt as a result of what they have been taught at school from what they have gleaned from non-school sources such as home, TV, hobbies and friends.

But for the primary science survey (page 7), the APU did collect quite a lot of information about a sample of primary schools and prep schools and the picture which emerged from the maintained primaries did little to suggest that science enjoyed a high priority. Quite the reverse, it showed what a

long way there is to go before the schools can offer an adequate introduction to scientific study.

Compare the less than £1 a head spend on science equipment with the sums which parents will spend this Christmas on children's games which have a scientific connexion. It is true, as the report makes clear, that in-service training is the fundamental need. But there is also an obvious need to demonstrate that this major extension of the primary school curriculum is regarded as a matter of the first importance.

This almost certainly means giving physical expression to the place of primary science in the schools, providing the basic sciences and equipment which many schools now lack; and holding the kind of flag which cannot be raised on less than £1 a year per head.

● **no comment**

"She's got a mind. I admire her, she's courageous. To be a transsexual, teaching in a comprehensive school, is extraordinary." *From the Palladium magazine, The Observer, December 1, 1983*

PLATFORM

Tying hands in the town hall

The Government's proposals for rate-capping are of critical importance to the education service. The White Paper on the rates has proposed legislation to give the Government a selective power to limit the amount that can be raised by the rates in local authorities whose expenditure is judged by the Government to be too high. The White Paper also indicates that the Government will seek general powers to be held in reserve to be used to limit the rates in all authorities.

The avowed purpose of this proposal is to limit local government expenditure, and that must mean to limit expenditure on the education service. Indeed, the Government has already indicated that it is considering exempting from the operation of the legislation the vast majority of those local authorities that are not education authorities. Thus it suggests in the White Paper that it might exempt up to 275 of the 296 non-metropolitan districts from the selective scheme.

In the eyes of central government, local authorities are overspending on education as they are overspending on other services. In 1983-84 local government will spend £10,113m on education (including school meals and milk) - that is, 7 per cent above the settlement figure of £9,428m. If school meals and milk are excluded, then local government will spend £9,693m on education or 6 per cent above the settlement figure of £9,155m.

Thus local authorities are spending significantly above what is planned by the Government for education. True, over and above those specific plans, the Government "target" allowed a further £904m of unallocated expenditure, which obviously would include some on education. This unallocated figure does not indicate the Government's plans for expenditure, but merely a recognition of the difficulty of achieving them as rapidly as it would wish.

As the *Government's Expenditure Plans, 1983-84 to 1985-86* (Cmd 8789 - 1 para 22), says:

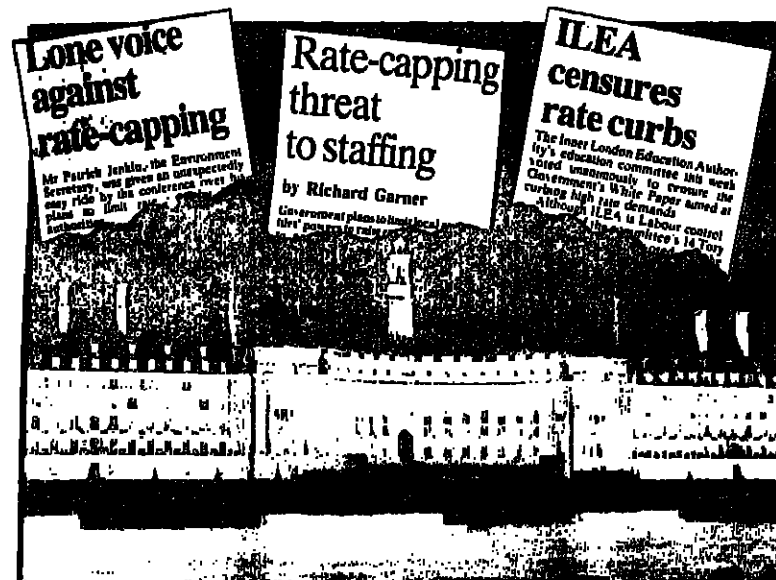
"The Government accordingly recognise that local authority expenditure in 1983-84 will be higher than desirable. Provision has been raised by £1.3 billion, most of this increase has not been assigned to services and is in the form of a general addition reflecting the fact that some local authorities will need more time to moderate their expenditure."

Rate-capping would force local authorities to keep to Government targets for education spending and thus strip them of decision-making power, John Stewart argues

In other words, the Government's plans for education, as for other services, remain the figures shown above without the unallocated margin. Indeed the unallocated margin has been reduced to £625m for next year, with the intention of eliminating it in subsequent years. Meanwhile, for 1984-85 the Government's targets for educational expenditure compared with forecast expenditure is:

	Forecast 1983/4	Target 1984/5
Education (including 10,113	£m	£m
school meals and milk)	9,796	9,796
Education (excluding 9,693	9,533	9,533
school meals and milk)		

The Government's targets assume a reduction even in cash terms, but allowing for the likely effects of pay and price increases, the Government is



again seeking reductions of the order of at least 6 per cent in the level of local government expenditure on education.

But the reality is that local authorities, close as they are to their local communities, have been reluctant to make the cuts in education expenditure (or spending on other services) demanded by the Government. Rather than make such cuts they have been willing to increase the rates (often by excessive amounts because of general grant reductions and even more because of the operation of grant penalties). They have believed that local people would prefer those rates increases to the cuts in services that are required by the Government (and most survey material would suggest they are right).

The local authorities have used their taxation powers to make their own

decisions on expenditure. That is not local authorities being irresponsible but simply using taxation powers properly. Local authorities have taxation powers so they can make their own decisions on expenditure, so long as they are ready to impose the required local taxes. If local authorities had been meant not to make their own expenditure decisions, but, in fact, those of central government, they would have been financed entirely by grant. There is no point in local authorities having taxation powers if they are not free to make their own decisions.

It is those powers which are under attack because the Government seeks to impose large scale cuts in local government expenditure including that for education.

The Government is, in effect, proposing to make a local authority's

expenditure decisions dependent on the Government's decisions on grant and on whether to limit its rates. An authority whose grant is cut and whose rates are limited will have no choice but to make the spending cuts required by the Government.

The rate-capping proposals must therefore alter the nature of local government in our country, since local authorities will now have to make only those expenditure decisions of which central government approves, even where local people are ready to accept higher taxes to sustain that spending. The consequences for the education service are only too obvious.

It will be said that the powers will only be used against a mere handful of overspending authorities. The words "overspending" are deceptive. They do not represent overspending against an objective standard. They merely mean that a local authority making its own decision (as it has the right and duty to do) on, for example, the need for educational expenditure has reached a different decision from that of central government. That does not indicate that anything is wrong.

Indeed, the existence of "overspending" and "underspending" authorities is not a sign that the system is at fault. There is no point in local authorities who do not make their own decisions on expenditure. If every local authority merely spent exactly what central government wished - and there were no overspenders or underspenders - there would be no point in local authorities, local elections or local taxes.

In any event, few can seriously believe that the powers will be used against only a few authorities. If that is the case, why then is the Government taking reserve powers that can be used against all authorities? But, in any event, all the past history of central-local financial relations teach that powers once taken are used ever more widely. There will always be a crisis to justify extension.

The moment to oppose is when the powers are sought and that is an issue not merely for local government but for the world of education. For it is upon the local responsibility and local accountability of councils that the position of education rests.

Professor John Stewart is the Director of the Institute of Local Government Studies, University of Birmingham.

NEWS

Judge tells l.e.a. to give back teacher's pay

by Richard Garner

A High Court judge has ruled that a local education authority was within its rights to dock part of the salary of a teacher engaging in industrial sanctions. But the l.e.a. was deemed to have acted unlawfully in stopping all his pay for the six months of the dispute.

In what is seen as an important test case, the judge, Mr Justice Park, ruled that Conservative-controlled Trafford Council could only make limited deductions from the pay of Mr Peter Royle - one of more than 900 teachers who took industrial action in protest over cuts in education spending.

The move means Mr Royle, a member of the National Association of Schoolmasters/Union of Women Teachers, who teaches at Broomwood County Primary School in Altrincham, is entitled to £2,718 of the money withheld by the authority.

Mr Fred Smithies, the union's general secretary, said this could lead to the authority having to pay out more than £200,000 as a result of claims in the pipeline from other members whose salaries were paid by the union during the dispute.

Trafford said it would not be appealing against the judgment as it felt it had established an important principle by

acknowledging that it had the right to dock part of a teacher's pay if he or she is engaging in sanctions.

The dispute began in 1980 after the authority issued redundancy notices to 90 teachers as part of a move to reduce staffing levels. The jobs eventually disappeared through natural wastage, early retirement and redeployment.

However, it initially meant that several teachers faced increased workloads for the remaining two terms of the year - and both the NAS/UT and the National Union of Teachers resolved that their members would not take on any extra work.

In Mr Royle's case, his class was increased by five pupils from 31 at the beginning of the new term and he refused to teach any more pupils. This led to five children being sent home on a rota basis. And the judge ruled that the authority could deduct five thirty-sixths of his pay.

Two "test cases" have also been tabled by the NUT - whose members also took selective strike action - on the grounds that deductions from their pay were based on a seven-day week rather than Monday to Friday working. The authority is hoping to hold discussions with the union over these claims.

English teachers reply to criticism

A group of teachers of English, in a bid to fight back against the current climate of cuts and criticism, have produced a booklet, aimed at parents and governors as well as other teachers, describing what they are trying to do.

The booklet has sections on literacy, literature, talk, and drama and discusses the importance of media studies

and the aims of multicultural education.

Exams are also discussed as well as education for 16 to 19-year-olds, and the importance for bilingual children of continuing to learn about their mother tongue as well as English.

It ends with a description of how essential in-service training opportunities are being cut.

The booklet is the outcome of a one-day conference in London attended by 230 teachers.

English in Schools: What teachers really try to do. Available from the English Department, Institute of Education, Bedford Way, London WC1 7DP plus 30p (postage free for orders of 5 or more).

Long look at engineering

Birmingham education authority has agreed to consult further on plans to reorganize the city's further education engineering course following strong opposition from the lecturers' union, NATFHE.

The authority planned to concentrate some higher grade courses in "centres of excellence" leaving other colleges with Youth Training Scheme students and pre-vocational courses.

This plan would create a two-tier system of further education in the city: a grammar and secondary modern system of technical education, according to Michael Hughes, NATFHE's information officer in Birmingham.

Mr John Tinsley, further education officer for the authority, said changing technologies of engineering, new manpower requirements and the needs of adult training meant that colleges had to offer a new type of service to local industry.

Results of the consultations between NATFHE, governing bodies and principals will be presented to the authority by the end of January. Reorganization is due to start next September.

NUT hosts East and West

Leaders of the National Union of Teachers have agreed to host a meeting of international teachers' leaders from both West and East next spring to discuss educational and cultural cooperation.

The union's executive took the decision to organize the meeting at the weekend following visits to both the United States of America and the Soviet Union by Mr Don Winters, the NUT president.

He said: "From the meeting the NUT is arranging could come cultural exchanges, teacher exchanges, and pupil exchanges between East and West. If we can do that we will have made a contribution to international understanding. Peace is not just negative; peace is positive. It grows out of understanding, friendship and cooperation."

University applications slow

The pace of applications for university places next autumn has slowed slightly since the start of November but the total is still much higher than at the same time last year.

According to the latest figures published by the Universities Central



Don Winters

Council on Admissions (UCCA), the number of applications received by November 15 was 88,513, 6.1 per cent higher than last year. Applications from home students were up by 5.4 per cent and those from overseas by 21.3 per cent.

NEWS

Open verdict on common curriculum

by Nick Wood

A high-level, six-year programme of curriculum development has ended without one of the participating schools achieving all the objectives.

This is the main conclusion to emerge from the final report on the programme aimed at implementing HMI's call for a coherent and balanced education for every young person in the 11 to 16 age group. Since 1977 it has involved a group of five local education authorities - Hampshire, Lancashire, Northamptonshire and Wigan - and 34 of their secondary schools.

The report lists reasons why schools have been unable to realize the goal of the "entitlement curriculum" - the term coined to describe a new-looking timetable which would guarantee that every young person, throughout his or her time at secondary school, was exposed to HMI's eight key areas of experience - the aesthetic, the mathematical, the physical, the scientific, the social and the spiritual - and given the skills for adult life.

Those reasons include: ● Growing pressures from parents and employers for good exam results has forced schools to be "cautious" about making changes.

● Schools have had to take into account the prospects of their pupils in external examinations and the wishes

of parents and employers before making judgments about the effects of introducing changes in subject syllabuses, teaching and learning methods or in the structure of the curriculum as a whole," the report says.

As a result, where the needs of the future and the requirements of the present have been in conflict, considerations about the present have been uppermost.

● Schools failed to fit their blueprint for a "balanced" curriculum, insofar as that could be agreed, into overcrowded timetables built around the traditional 40 periods a week. They also found that their new ideas clashed with teachers' expectations of how much time they should have to teach their subject.

● Teachers found it hard to spare the time from their normal duties to answer tough questions about which parts of the curriculum are essential, which should be changed and which should be scrapped.

● Shortages of money for education, industrial action by groups of teachers and loss of morale among staff have interrupted the programme's work.

● In the eyes of many of the teachers involved, the guidelines drawn up for the proposed new single exam at 16-plus have been directly opposed to the radical thinking behind the programme.

● Teachers struggled to marry up

HMI's eight areas of experience with traditional school subjects. There was confusion over the nature of the learning experience associated with particular subjects and groups of subjects and this undermined efforts to arrive at a balanced timetable.

Nevertheless, the report does say there were some significant gains as a result of the exercise.

Several schools introduced courses such as study skills, political and economic awareness and health education. Others, rejecting this approach, chose to emphasize subjects more strongly in established subjects. Science courses were revised to make them suitable for pupils of all abilities.

The growing concern with skills, attitudes and the understanding of ideas and concepts led many teachers to adopt new teaching styles and give their pupils more opportunity for active participation in lessons. Overall, the professional competence of teachers and heads was enhanced.

Teachers became more critical of their own performance and more likely to evaluate their work and the response of their pupils.

Representatives of the five l.e.s.s. involved made similar points. Mr Jack Cussey, a Northamptonshire adviser, said that as a result of the exercise, skills, not content, now determined the shape of courses. Describing it as "one long in-service

training course" for those involved, he said it had led to rational change instead of the normally haphazard planning at departmental level.

Mr David Davies, assistant education officer for Wigan, went further: "The ideas in it are being implemented. We want to spread these ideas throughout our schools and create a strengthened approach that our successors will want to refine and develop."

Despite the difficulties that have prevented the realization of an entitlement curriculum, the report insists that this remains the way forward.

All pupils are entitled to a broad compulsory common curriculum which introduces them to a range of experiences, makes them aware of the kind of society in which they are going to live, and gives them the skills necessary to live in it.

"Any curriculum which fails to provide this balance and is overweighted in any particular direction, whether vocational, technical or academic, is to be seriously questioned."

"Any measures which restrict the access of all pupils to a wide-ranging curriculum or which focus too narrowly on specific skills are in direct conflict with the entitlement curriculum envisaged here."

Curriculum 11 to 16: Towards a statement of entitlement. HMSO. £5.50.

Union losing fight to save the cane

by Richard Garner

The teachers' union which has been most vociferous in supporting the retention of corporal punishment now admits its abolition is almost inevitable.

A policy paper approved by the executive of the National Association of Schoolmasters/Union of Women Teachers last weekend says the Government's plans to push through proposals for a dual system of punishment in schools - whereby parents can opt for their children not to be caned - "will inevitably result in the phasing out over a period of time of corporal punishment".

The paper adds that the proposals outlined in a consultative document published by the Department of Education and Science will influence more and more local education authorities to move towards abolishing corporal punishment.

The NAS/UTW paper says the Government's proposals for the dual system will have "far reaching consequences for teachers and will need to be underpinned by a huge and wasteful bureaucratic machinery".

It adds: "The association has little doubt that sooner or later the Government will have to face the unpleasant fact that the European Court's judgement has provided a powerful stimulus towards the abolition of corporal punishment in schools, which the Government has chosen to disregard."

"Regrettably, our perception of the document is that it represents a barely concealed attempt to transfer the responsibility and opprobrium for banning corporal punishment in mainstream schools to l.e.s.s. and to parents, most of whom are in favour of its retention."

Anger at college arrest

by Jo Newson

Lecturers have demanded a full inquiry into a college management's role in the arrest last month of a student by the CID on college premises.

An emergency meeting of the Tottenham branch of the National Association of Teachers in Further and Higher Education passed a motion condemning management at the Tottenham College of Further Education for the arrest.

It called for the college to apologize to the student and to pay compensation. It also called for the college to pay the costs of the student's legal defence.

The college management has refused to apologize and to pay compensation. It has also refused to pay the costs of the student's legal defence.



Sir James Hamilton, permanent secretary at the Department of Education and Science from 1976 until this year, receiving an honorary doctorate from Heriot-Watt University at a ceremony in Edinburgh.

Computers programme sought for lecturers

FE colleges are being urged to train their lecturers to teach computer basics.

A report by the Further Education Unit says one of Britain's biggest immediate educational needs is a drive towards computer literacy for all students.

The credibility of the further education sector, it warns, will depend on the speed with which the colleges come to terms with information technology, of which computer literacy is major part.

Mr Jack Mansell, unit chief executive, said: "The ability, or lack of it, in using a microcomputer will, for the

next two decades at least, identify our age group or our talent for keeping up to date."

The report defines a computer literate student as one who can understand what computer systems are, use a computer vocabulary, and operate a microcomputer. Literacy also covers the ability to appreciate what a computer program is, why it works, and to be aware of its applications to commerce and industry.

There should also be an awareness of trends in information technology and its social implications, says the report.

Handicaps for therapists

Therapists trying to help children with speech handicaps are being forced to work in school corridors and broom cupboards, according to a new survey.

Teachers were also found to be ignorant of the role of speech therapists. One said: "I did not refer the child for help because it was pointless to do so until he could talk."

The survey, by a new charity called VOCAL, also found that many family doctors did not realize children with speech handicaps could be helped. They frequently misdiagnosed them as

grow out of it."

One in six of the 850 therapists who took part in the survey said they worked in poor conditions. One had to run her clinic from the back seat of her car.

VOCAL said: "The overall impression from the survey is of an overloaded, understaffed service struggling against ignorance and apathy within the NHS."

The charity was set up to coordinate services for people with speech disorders.

Don't treat sexism on its own, says head

by Hilary Wilce

Schools which attempt to tackle sex discrimination by setting up special working parties are likely to increase the problem, according to a prominent community school head.

Setting up such a committee, usually with a membership which is unrepresentative of the school as a whole, means separating the problems of girls' education from curriculum planning and general problems of underachievement, according to Mr Michael Marland, head of North Westminster Community School, London.

"This not only weakens the approach, but probably risks making even worse the very problem the school is trying to solve," Mr Marland writes in the conclusion to a new study of sex differentiation and schooling. Issues of sex differentiation must be fed into the central planning mechanism of schools, Mr Marland says.

Schools must also realize that they need to focus not only on the problems of girls, but also on those of boys, who suffer from the present situation, by being driven from modern languages and English, and being dissuaded from taking up careers in the "caring professions".

"Just as colonialism can be seen as being bad for the rulers as well as the ruled, so sexism is bad for the dominators as well as the dominated", Mr Marland writes.

He argues that schools should give attention to pupils with problems in certain aspects of schooling, rather than to sex categories, and that work on sex differentiation is needed at all levels of a school from system management to classroom teaching.

In addition, all school statistics should be kept in separate boy/girl columns in order to monitor such things as whether option take-up figures are changing, whether girls are better attenders than boys, and whether boys are doing better at A level.

Sex Differentiation and Schooling edited by Michael Marland. Heinemann Educational Books. £10.50.

Union to give £1,000 to Telecom

by Richard Garner

Leaders of the National Association of Schoolmasters/Union of Women Teachers have voted to give £1,000 to the post office workers' union to help it fight Government attempts to put the service in the hands of private contractors.

The move was agreed at the union's weekend executive meeting after the NAS/UTW had received a circular from the TUC urging affiliated unions to support the Post Office Engineering Union in its attempt to fight plans to sell off British Telecom.

The decision is likely to cause a stir among some union members who may see the donation as a political one, but Mr Nigel de Gruy, the union's deputy general secretary, denied that this was the case.

"They think this is going to cause a loss of jobs and the executive backed the recommendation of the national POEU is operating within the law on a genuine trade union issue over jobs", he said.

College error

A photograph carried in *The TES* on November 25 was incorrectly described as a view of the North East London Polytechnic. In fact it showed Waltham Forest College, London. North East London Polytechnic shared the building until, about a year ago, it was apologetic for the error.

worsening of pupil-teacher ratios.

Not thinking about the unthinkable...

Jo Newson finds more interest among schools in the coming holidays than in tomorrow night's screening of *The Day After*, the American film about nuclear war



Teachers seem to be more involved in preparing for the end of term than the end of the world.

After the hype in America about *The Day After*, the American Broadcasting Company's depiction of the effects of a nuclear war on a small town in Kansas, the anticipation in Britain of tomorrow's screening on ITV is surprisingly low-key.

Among secondary schools with peace studies on the curriculum, most have vague plans to discuss the film "If it comes up" in class, and some have no plans at all.

In America *The Day After* was watched by 100 million. Child psychologists advised that the programme should not be seen by children under 12 and carried out follow-up research on young people's reactions to, and school discussions about, the film.

ITV predicts that 10 million will watch the film tomorrow and it has taken the usual precaution of showing

Peter David looks at the film's place in renewed controversy over the question of teaching about nuclear issues

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(9.00 a.m. - 8.00 p.m.)



the programme after 9 p.m. (an hour later than in the US) and issuing the warning that viewers may find scenes disturbing.

"We're treating it like any film with potentially distressing scenes", says an ITV spokesman.

Grant McKee, Yorkshire TV's producer of *After the Day After*, the debate which will follow the film, points out that the extensive consultation with child psychologists was partly due to America's better organized moralistic lobby. "Beyond Mary Whitehouse there's not much objection in Britain", he says.

One reason for the quiet anticipation in Britain, he feels, is the film's "soap opera" feel, starting with fast-moving views of the landscape as the credits go up, reminiscent of *Dallas*. He sees BBC's *The War Game*, banned in the 1960s, as more powerful.

But Grant McKee also feels *The Day After* has an important education-

al role to play, particularly to a generation unaware of the horrors of Hiroshima, or even the uneasy days of the Cuban missile crisis.

John Swallow, president of the National Association of Head Teachers, agrees that the film has potential for classroom discussion. His advice to parents is "not to worry" about children from the age of about 14 watching the programme.

From his experience of a sixth-form group which saw *The War Game*, Mr Swallow believes that young people are "well aware of the big issues of war and peace". He adds: "Children are more able than we think to analyse situations. They don't tend to fly to extremes like we adults do". He feels that frightening aspects of such films can make a positive contribution to their effectiveness.

"We've reached the point where we have begun to wash over the issues. Maybe we sometimes need to have

something startling to bring it home to us" he adds.

Others in the education field take a more reserved stance. One educational psychologist commented: "I would not deliberately encourage children under 15 to see it. It is the proper business of adults to be frightened by such things, but it is also their business to protect children from the worst adult obsessions. Children have fewer resources to cope".

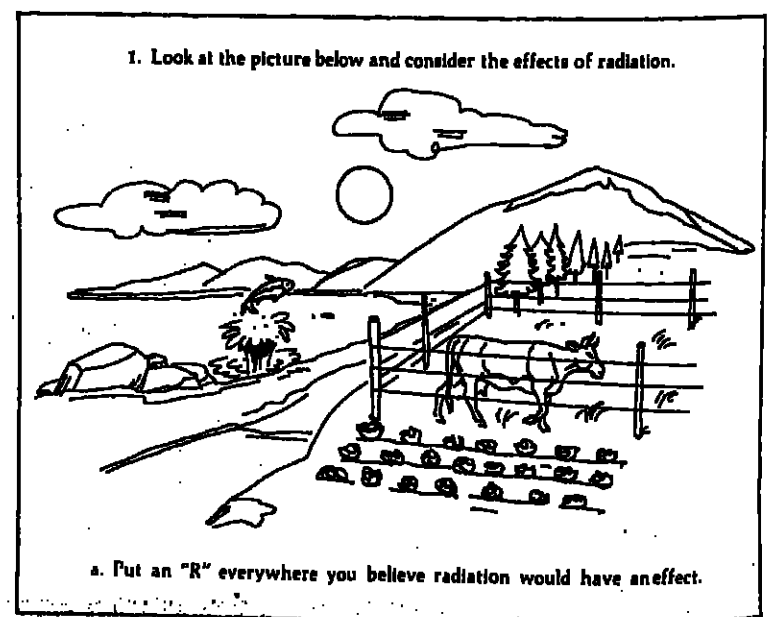
The American Broadcasting Company were at pains to point out that the film, by leaving open the question of who dropped the first bomb, is not politically biased. Yorkshire TV echo that view. "We see it as a TV movie - a straight drama. We don't want to get into the political side of it", says one spokesman. Judging from the American experience, it is as likely to strengthen the popularity of nuclear defence policies as disarmament.

John Swallow thinks it inevitable

that young people will take a strong political stand on the issue one way or another, but thinks "it's worth taking the risk". He adds: "We can't shield young people from the great political debate - we need to present them with as much information as possible".

Gerald Frost, of the Institute of Strategic Studies and Defence, argues that there is more manipulation than information in the film. "I deplore the fact that while rational argument is demanded, emotive means are used to publicize the issue".

But in the view of one head, an awareness of just such suggested links between peace studies and political motives over the last two years may have made teachers more reticent about *The Day After* than they were about *The War Game*. And anticipation for the film may now be overshadowed by the imminent Christmas holidays and the end-of-term festivities.



Part of a worksheet written by the Union of Concerned Scientists in a curriculum guide published by the National Education Association.

guide was merely political indoctrination.

The NEA and the Union of Concerned Scientists denied the charges, but made a number of changes in the guide to remove traces of political bias. Most important, the notion of deterrence was given more attention than in the original version as one option for preventing nuclear war.

Although evidence is scarce, it seems unlikely that many schools use the guide, although it was given a pilot test in 34 states in a process that involved 2,000 pupils, teachers and parents. The NEA claims the guide was well received, but many teachers believe that subject is simply too controversial to be taught dispositionally.

As for *The Day After*, initial reaction to the film by critics was mainly one of disappointment: eager to avoid

allegations of political bias, the ABC ensured that the film contains a minimum of information about how the hypothetical conflict was started - leaving little scope for discussion of ways to avoid war.

Even more disappointing, in the view of many, was the film's deliberately softened portrayal of the impact of a nuclear exchange. It gave no inkling of the likelihood of a "nuclear winter" now considered inevitable by most scientists.

A nuclear winter, according to latest research, would be caused by the injection of hundreds of millions of tons of soot into the upper atmosphere, where it would blot out most sunshine and cause months of below-freezing temperatures on the earth's surface. Teachers interested in discussing the science of nuclear war, or its likely origins, may find *The Day After* to be of little help.

New curriculum supremo advocates science-for-all policy O-level standards 'too high'

by Nick Wood

The remainder would get sympathetic consideration, he added. If the committee decided to cut any of them short, time and money would be set aside so that valuable findings and insights were not wasted.

Professor Blin-Stoyle said a small group of committee members, supported by full-time staff, would be set

up to gather information on curriculum work and report on its value. He hoped that the SCDC would be able to strengthen the existing regional structure of the Schools Council so that classroom teacher would be more familiar with its work and be better disposed to implement its ideas. Its publications would be relevant, readable and, above all, concise.

He denied, however, that the credibility of the 25-member committee would be undermined by the failure to include a single classroom teacher.

"There are some people (six heads) who have been classroom teachers and one would suppose that they would have that little more experience. I don't believe this is an intentional neglect of assistant teachers."



Roger Blin-Stoyle

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SCHOOL TO WORK

Gap shows lost leavers

There is a "disturbing gap" in the school-leaver statistics which has not yet been accounted for, Mr Jack Mansell, director of the Government's Further Education Unit, told a conference last week.

He asked where were the leavers going who were neither turning up as expected in the Youth Training Scheme nor staying on in education.

Mr Mansell, who said it was now clear that the YTS had been "over-marketed" suggested that the claims that there was some increase in employment among leavers still left a gap in the figures.

His question came on the heels of the monthly Department of Employment figures which showed a drop in school-leaver unemployment of nearly 30,000 in a month, bringing the total for Great Britain down to 133,100.

At this time last year there were 141,700 on the register.

The 133,100 include a good many of last year's leavers who have still not found a job - and many of whom because they have been in the Youth Opportunities Programme are not eligible for YTS. So unemployment and the 250,000 filled places in the Youth Training Scheme probably account for only around 315,000 of the

Edited by Mark Jackson

16-year-olds who were expected to leave full-time education this summer.

In theory, there should only be jobs for around 60,000 of them, because the YTS is thought to have absorbed the rest of the jobs for leavers that would otherwise - according to Manpower Services Commission forecasters - have been available for leavers this year.

Where this year's 16-year-olds are or may be		
Total 16 year olds, Britain		246,000
Staying in full-time education (July returns estimate)	186,000	
In the YTS (end of October)	214,000	
Registered as unemployed, say	100,000	
In jobs expected to remain outside YTS	60,000	
Total accounted for	211,000	-711,000
Whereabouts unknown		135,000

Possible explanations

- More in jobs because of improvement in youth labour market
- More not registering - for under-18s this means losing supplementary benefit entitlement

Youth bureau willing to be quango but with campaigning role

The National Youth Bureau is willing to turn itself into a Department of Education and Science-funded quango to provide facts for the Government and the youth service, as recommended in a DES report. But it wants to keep its freedom to feed information to the Government's critics, as well.

The bureau says in its formal response, published this week, that it accepts many of the criticisms made in the report, which called on the bureau to distance itself from "political activism" and insisted that it must be seen to be free from political bias. But that to have failed to take a view on many issues of concern to young people and those working with them would have prevented it from doing its full job and it rejects a recommendation that it should stop producing information "for campaigning by others".

The bureau insists, too, that it still has an important role to play in campaigning groups such as the Youth Service Partners and the Parliamentary Affairs Lobby, although it accepts that its main function should be to provide them with information.

But the bureau is responding to criticisms made by the report's author, former DES official Mr Geoffrey Cockerill, of controversial views expressed in the bureau's periodicals, by promising to discontinue editorials, and replacing them with signed comments from individuals, including young people themselves.

However, the bureau is resisting recommendations that its new managing body should be nominated by a limited number of organizations and that the Education Secretary should have a free hand in appointing the chairperson. It wants all the organizations in the field it serves to have the right to elect the majority of the managing body, and that the Secretary of State should have to choose the chairperson from three nominations made by the managing body.

It also fears that if the Education Secretary also appoints the chairperson of the proposed new National Youth Advisory Council (whose establishment was recommended by last year's Thompson report on the youth service) then people in the youth field will believe the Government is seeking excessive control.

NEWS

Style fails to cope with ability range

Trenton High School, Stoke-on-Trent, Staffordshire has unusually large teaching groups, with classes of up to 35, in most years. "These lead to classrooms that are crowded which make the control of discussion difficult; and also possibly lead teachers to over-didactic methods and, in science, to demonstrate rather than organize group practical work. These large classes also lead to heavy marking loads and a noticeable increase in the challenge of teaching in those groups where there is a wide range of ability."

Though the standard of teaching was satisfactory in most lessons, in a small minority the teaching style did not cope adequately with the ability range.

Material was presented in a dull manner and so the interest of the pupils was not engaged. The work was heavily controlled and directed by the teacher. Some of the work lacked stimulus and was undemanding; discussion was pitched at a low level. The

HMI reports

HMI reports are available free from the Department of Education and Science, Publications Despatch Centre, Honeycott Lane, Stanmore, Middlesex HA7 1AZ. And from I.E.A.S.

questions discouraged the expression of reasoned opinions and sometimes valid answers were poorly handled by the teacher. In these classes the children were restless, worked noisily and gave only moderate response; chatter and calling in class were tolerated and it was sometimes difficult for the teacher to hold the attention of the whole class.

Much of the written work was of a high standard, though a good deal was inappropriate. Notes were often copied without proper understanding, and where written work was voluminous, errors of spelling and composition persisted. This was partly the fault of inadequate marking.

Work quality too varied

The quality of pupils' work at Benfield Comprehensive School, Newcastle varies unduly and in some departments is poor, the Inspector says.

In general there was a considerable amount of sound and creditable work, with outstanding examples in art and drama. "There are also, however, instances where pupils of all abilities are not making the progress of which they are capable; the work in some departments is patchy and in the music and remedial departments it is poor."

Teachers' expectations of pupils varied to an unacceptable degree. Where they were high, the standard of work matched them. But there were cases where teachers expect too little, "and work could be considerably improved in pace and rigour".

The predominant teaching style was unduly didactic, and some written work was too repetitive and did not sufficiently stretch the able pupils. There were also examples in the upper years where the breadth of work was restricted and the influence of exams predominated. Though the school had few high grade passes in public exams, in view of the ability range of the pupils, exam results "are in the main reasonably satisfactory except at O level".

At St Anselm's RC High School, St Helens, exam results were disappointing and did not adequately reflect either the hard work of the teachers or the diligence of many pupils. The fact that 31 per cent of O level entries were ungraded and 21 per cent achieved grade E suggested that many pupils were being encouraged to follow in

appropriate courses. The setting of more realistic goals could well improve both motivation and performance.

The work of the school took place in an ordered, placid and industrious atmosphere, and teachers showed evident concern for pupils' progress and welfare.

"Quite often however they appear to underestimate pupils' capacity to think for themselves and exercise initiative in the organization of their work."

Exam results at Kirk Hallam School, Ilkeston, Derbyshire were below exam board norms in most subjects "but the attitudes and work rates of the children in school suggest that results in future should improve". The management of the school was outstandingly good, the staff conscientious, and there were good links both with primary schools and the further education college.

The buildings, erected in the 1970s, suffered from constant leaks through their flat roofs. Maintenance had been neglected in some areas where external paintwork is peeling, window frames are cracking and doors have boarded up panes.

Beech Street Primary School, Eccles, Winton, Salford, is criticized by the Inspectors for not making proper use of its wealth of suitable resources for both reading and writing. Though there were good attainments among the average and more able pupils in reading, standards in English were disappointing and some pupils

appeared to be working at levels below their potential. The work suffered because it was separated into separate elements such as grammar and spelling.

Sanovallum School, Horncastle, Lincolnshire was unusual in the heavy teaching load of its staff. This was a deliberate policy to reduce the size of teaching groups. Even so they gave generously of their free time to run lunchtime and out-of-school activities. Some of the school's work was limited by lack of resources.

Wadebridge School, North Cornwall is praised for good attitudes to work, imaginative teaching, high standards, and good exam results. But the school buildings suffered from over-use, and because rolls were only likely to fall slightly there was little chance that pressure on accommodation would be reduced much. The school library, junior canteen, and typewriting room were all being used as classrooms at times.

There were also not enough textbooks in some subjects, and a shortage of library and reference books; and in CDT, physical education and science various dangerous features that needed urgent attention.

St Saviours C of E Primary School, Paddington, Inner London, is next to a house that is falling down, and part of the playground has had to be leached off to prevent any danger from falling masonry.

The school was well stocked with resources, but some were underused. There was also a good supply of exercise books, paper and other materials, but these were not used as economically as they could be.

Work ranged from very high standard in one class to less than satisfactory standards in some other classes. Attention needed to be paid to improving basic skills, which might be achieved by providing more stimulating learning experiences.

Staff at Alderman Callow School and Community College, Coventry, tolerate a considerable amount of misbehaviour from a minority of pupils who demand constant attention or deliberately disrupt the work of others, the Inspector says. "The sanctions available, detention or report, are delayed and the immediate problem is often solved by excluding the pupil from the lesson." But this was often not followed up, and some pupils did not have to face the consequences of their actions.

Other schools inspected

Reports have also been published on: Our Lady's RC School, Royton, Oldham; Slapton Lay Field Studies Centre, Kingsbridge, Devon; City of Stoke-on-Trent Sixth Form College, Staffordshire; Little Heath School, Reading, Berkshire; Walpole Cross Keys Primary School, Norfolk; Halton School, Woodford Green, Redbridge; Loftus Junior School, Saltburn, Cleveland; Thomas Whitehead Lower School, Houghton Regis, Bedfordshire; Degrees in Building and Civil Engineering at Brighton Polytechnic; and Health Education in Some Primary Schools in Cornwall, St Mary's C of E Primary School, Finchley, North London; Bradford Primary School, Holworthy, Devon; Oxtan C of E Primary School, Nottingham; Blackwell Infants School,

East Grinstead, West Sussex; Crosscres Infants School, Wythenshawe, Manchester; Borrow Wood Infant School, Derby; West Derby School for Boys, Liverpool; Stuart Bathurst RC School, Wednesbury, Sandwell; Langdon Park School, City of London and Tower Hamlets; West Craven School, Barnoldswick, Lancashire; Gateacre School, Liverpool; and Eshborne Lodge School, Newbury, Berkshire.

The Welsh Office has also published HMI reports on adult education for the disadvantaged in parts of Cardiff, on modern foreign languages in continuing education for non-vocational purposes in Gwent, Mid and South Glamorgan, and on Llanfale Caereinion School, Powys.

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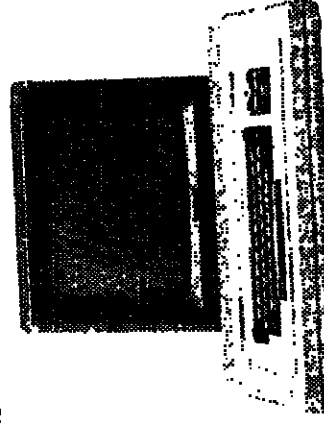
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OVERSEAS

A UNICEF report says education for Third World mothers can be a matter of life or death. Hilary Wilce reports

Saving the children

Educating girls and women is one of the surest ways of cutting child deaths in the developing world.

More than 24 studies in 15 countries have now established that the level of a mother's education is the key determinant of her children's health, according to the United Nations Children's Fund. Better educated mothers can grasp health and hygiene rules, and are more willing to accept new ideas and to listen to professional advice.

In Pakistan and India, UNICEF says, the infant mortality rate among children whose mothers had four years of schooling was found to be 50 per cent lower than among the children of illiterate mothers.

A study in Kenya has claimed that 86 per cent of the decline in child mortality over the past 20 years can be attributed directly to the rise in female education, and a study of 11 South American countries concluded that the influence of the mother's education on a child's chances of survival was even stronger than the level of household income.

UNICEF, which reports annually on "the state of the world's children" says that while the number of child deaths remains distressingly high, low-cost health care techniques are having a dramatic impact in some parts of the world.

The main problem, it says, is no longer one of money or of technology, but of how to translate local success into national campaigns. Low-cost techniques offer a springboard for a "great leap forward for the world's children" but, it stresses, there is an urgent need to find ways of mobilising existing human resources. Social



Educating women: a key determinant of a child's health

breakthroughs are also needed, to utilize the technological ones.

Female education is one such social advance and, UNICEF says, "deserves to be regarded as one of the great achievements of the past 20 years and one of the most hopeful signs for the next 20." The proportion of 6 to 11-year-old girls who are enrolled at school in the poorer half of the world has jumped from 34 to 80 per cent since 1960. However, resistance to educating girls is still strong in many parts of the world.

Fifteen million under-fives died last year, UNICEF reports. This is the equivalent of the combined young-child population of Britain, France, Italy, Spain and West Germany. An equal number have been left either physically or mentally handicapped.

Yet four simple techniques could revolutionize child health care, the agency claims. These are oral rehydration therapy, which uses a cheap and simple solution of sugar and salt to treat children suffering from dehydration from diarrhoeal infections. The promotion of breastfeeding, the use of growth charts to highlight signs of malnutrition, and the spread of immunization.

Examples of success in each of these fields are given in this year's report. They include:

● Child deaths from diarrhoea falling by half in eastern Guatemala, where community workers distributed re-

hydration salts and taught mothers how to use them;

● The hope that child malnutrition will fall by 50 per cent, following the widespread introduction of growth charts in Indonesia;

● The reduction of measles deaths by 60 per cent in Malawi, where 80 per cent of young mothers questioned about vaccines could define immunization and its purpose; and

● A dramatic increase of the survival chances of low-weight babies in Colombia by the no-cost technique of "packing" them close to their mother's skin where they retain body heat and feed whenever they need to.

However, some campaigns have failed dismally, UNICEF reports. A breastfeeding campaign in Barbados floundered because most mothers had no live-in partner and many had to return to work after giving birth. A rehydration campaign in Egypt made no headway because of a failure to educate mothers clearly.

UNICEF also reports that the world economic recession is now having an impact on the health of the world's children. In the poorer northern regions of Zambia, children's height-for-age is falling, and in Costa Rica the number of children being treated for severe malnutrition doubled between 1981 and 1982.

The State of the World's Children 1984. Oxford University Press. £3.50.

Comprehensive near to closure

WEST GERMANY

Caroline Cuss on the plight of schools in a conservative area

A combination of falling rolls and political controversy seems certain to bring about the closure of one of Frankfurt's two fully-integrated comprehensive schools. The move highlights the precarious position of West German comprehensive schools in politically conservative areas at a time when dropping pupil numbers are making secondary school closures inevitable.

Comprehensives have never really taken root in West Germany, where many of them are still on an experimental footing. The school in question, the Ernst-Reuter-Schule, has had a particularly troubled history. It is situated in an area of the city built mainly in the 1960s, and became a comprehensive in 1968.

By 1972 it had attracted so many pupils that it was divided into two schools, ERS-1, which had a sixth-form, and ERS-2, which did not. It is the original school, ERS-1, which now seems certain to disappear.

The number of pupils entering the school has declined dramatically, from 178 in 1979 to 60 this year, causing difficulties in the provision of a sufficiently wide range of subjects. At the beginning of November the Christian Democrat-controlled city council predicted a further decrease for next year.

The prospective gradual phasing-out of the school, which would begin next year with the absence of any first-formers and take five or six years until all pupils except the sixth-form have been transferred to ERS-2, is no great surprise.

Last January this year, Herr Hans Krollmann, Hesse's Education Minister, said in the state parliament that if rolls dropped any further the dissolution of the school could not be ruled out. Dr Burghard Vilmar, Hesse's Secretary of State and Herr Bernberd Mihre, head of Frankfurt's school department, later discussed reducing the school to an independent sixth-

form institution.

Social Democrat leaders in Frankfurt reluctantly agreed to this as a means of preserving one comprehensive in the city from the ravages of falling rolls. But at a party conference of the SPD in Frankfurt, delegates voted to campaign for the retention of the school.

Declining pupil numbers are not simply the result of demographic developments. While the ERS-1 has a good reputation and relatively secure flow of pupils, the ERS-2 has constantly been in the glare of adverse publicity, and under attack from the Christian Democrats. It also has what are euphemistically termed "structural problems": both schools began under the leadership of an elected staff committee, and although ERS-2 is still successfully run in this manner, ERS-1 offered such conventional political and social conflict that in 1981 the committee was replaced by a headmaster.

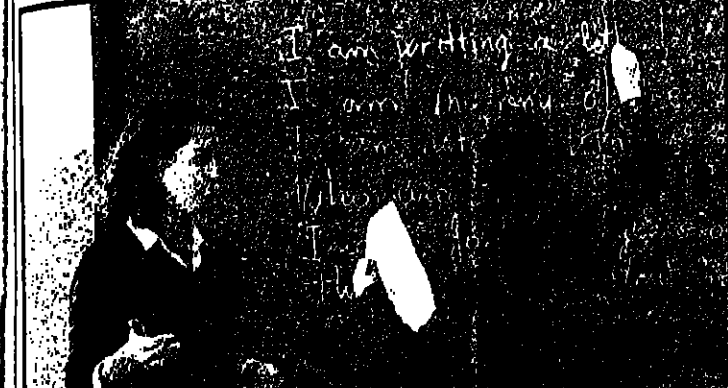
An official at the teachers' union, the GEW, said one cause of bad staff relations had been outside interference in the school, such as an attempt by conservatives to get sociology as a subject divided into three components of geography, history and social science.

The ruling CDU and SPD opposition have different proposals for a sixth-form in ERS-1: the CDU plan is to run a grammar school sixth-form there, using the remaining space for pupils from an overcrowded vocational training school (Berufsschule).

Herr Mihre is confident that the city council will vote in favour of halting admissions and that the Education Ministry will then approve the necessary organizational changes in the school.

Comprehensive schools have not taken root in West Germany as firmly as they have in Britain. Of the two existing varieties - integrated and cooperative - the former is similar to the British concept, admitting and teaching all children on an equal basis, with streaming in core subjects like German, English and maths.

A cooperative Gesamtschule on the other hand, preserves the tripartite German system of grammar, technical secondary and secondary modern school, assembling them on one campus.



English has become the first foreign language choice in Spanish schools.

Props for language gap

SPAIN

France is reported to be viewing with alarm the erosion of French as the traditional first foreign language in Spanish schools.

The Spanish educational system has traditionally leaned heavily towards its French counterpart and until 15 years ago French language and culture held undisputed sway in the schools.

But a massive switch over to English in the 1960s has eroded French influence, which has been further undermined by the present strained Madrid-Paris relations.

Primary school children spend five years learning one obligatory foreign language, starting at the age of 4. A little under half of them study French, while English remains the first choice, but the gap reaches alarming proportions in secondary schools where English is an outright winner.

The imbalance would be even more pronounced to French if it were not for the fact that state schools often offer only one foreign language - French - in order to employ their otherwise redundant French teachers.

In the private sector's 30 per cent share of the national school roll, English is taught almost exclusively and the trend is greater in the big cities and industrial areas.

French analysts feel that the language is paying the penalty for having been at the top for so long. The teaching of French coincided with a period of dry didactic methods and those who were taught it have memories of endless translations and infinite syntax and have come to associate the language with a dusty culture. English, on the other hand, broke into the market at a boom period for experimental teaching.

The parallel drop-off in Spanish has been taking place in the French lycées where a 3 per cent slide as first language choice is reported. As a second foreign language, however, it has jumped from 32 to 50 per cent over the same period.

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To recover lost ground the French have launched an attack to bring the language back into the limelight.

A different confrontation is taking place in Morocco where Spanish cultural influence is waning in its former North African protectorates and being supplanted by French. A huge area of the Moroccan hinterland is traditionally a Spanish zone of influence, and it is here the French are making a cultural takeover bid.

Expatriate teachers in institutes and Spanish university departments in Tangier, Casablanca and Tetouan feel that they are being left to their own devices and forgotten by Madrid.

Many Moroccans educated in Spanish overseas schools go on to study at metropolitan universities but run into problems over recognition of their qualifications on return.

During these years of neglect well-head French cultural institutions have made inroads, setting up schools and spreading the language.

Spain, which lacks any coherent body like the British Council, releases sporadic bursts of culture through competing bureaucratic departments.

However, deteriorating relations with neighbouring countries have motivated a rethink on cultural exchange and a better financed and organized programme is underway.

James Connell

OVERSEAS

The hush-hush subject of nuclear holocaust

UNITED STATES

Lucy Warner looks at how teachers break a 'conspiracy of silence'

"Nuclear holocaust is to kids of the 1980s what sex was to the kids of the 1950s. They're all thinking about it, they're worried about it, but they've got the message that they aren't supposed to talk about it."

This Colorado secondary teacher's view of a nuclear taboo is shared by many American educators and psychiatrists, and growing numbers have resolved to use the classroom to break the silence.

Educators for Social Responsibility (ESR), an American pressure group formed in 1981 to promote nuclear education in schools, is spearheading the drive, most recently with a Week of Dialogue on nuclear issues in the schools.

Their mission was given sudden urgency with the airing last month of the television film *The Day After*, graphically depicting the consequences of a fictional nuclear attack on a city in Kansas. Although the American Broadcasting Company aired repeated warnings to parents about the disturbing nature of the programme, it was seen by 100 million viewers, including some young children and many teenagers. The following day, discussions were held in classrooms around the country.

According to ESR organizers, "Part of our silence has been a desire to protect children from the knowledge of (nuclear) weapons and the fear that this knowledge brings." However, they argue, avoiding the issue has not succeeded in calming children's anxieties. According to recent research, American children begin to worry about what will happen to them if there is a war, from the age of four. Between the ages of eight and 12, many become aware of more specifically nuclear

issues, most often through the press and television.

An American Psychiatric Association task force report released last year found that a majority of teenagers felt that nuclear developments had had an effect on their thoughts about marriage and their plans for the future. The survey of children's attitudes concluded, "Our strongest finding... is a general uneasiness or uneasiness about the future and about the present nature of nuclear weapons and nuclear power."

A just-completed comparison of the views of Soviet and American children found that 38 per cent of US children thought that a nuclear war between the two countries would happen in their lifetimes, in contrast to 12 per cent of Soviet children. Ninety-five per cent of Soviet children felt that a nuclear war could be prevented, as against 65 per cent of the American sample.

According to some psychiatrists, such feelings of helplessness and hopelessness are reflected in American popular culture. The APA task force report speculates that in a world where there may be no future, "planning seems pointless and ordinary values and ideals appear naive." The result, they feel, may be the hedonism of the Me Generation, the escapism of drug culture, and cults that stress the life hereafter. Others point to nuclear despair as an element in the punk movement and the high teenage suicide rate.

One psychiatrist, Dr Robert J. Lifton, who wrote a pioneering study of the survivors of Hiroshima, feels that, "When parents shield their young to protect them, it's usually an expression of their own adult 'numbing'. It's an attempt to push the subject away."

Dr Lifton adds, "Although it remains the paramount problem in our culture there is almost no systematic nuclear weapons education below the college level in our teaching institutions."

This "conspiracy of silence", as Dr Lifton calls it, is apparently being undermined. In the two-and-a-half years since its inception, ESR has grown from fewer than 100 members and a

single Boston-area chapter to over 4,000 members and 75 chapters in 33 states.

Two years ago there were no systematic curriculum guides for teaching nuclear issues to schoolchildren. Today there are two hefty volumes available from ESR and a teaching unit put out by the National Education Association. In addition, there are a number of new films, bibliographies, and resource guides. Children's nuclear fears were the subject of recent Congressional hearings and are featured this autumn at conferences of social workers and social studies teachers.

Despite this flurry of interest, it is difficult to measure the size of the nuclear education movement because of its diffuse, grass-roots nature. Cheryl Guyett, national coordinator for the ESR Week of Dialogue, can only guess at the number of participating teachers - perhaps 2,500. Such a low profile is the preference of ESR organizers, who advise "building small fires", and clearly do not want to be perceived as strident propagandists.

The reason is clear. ESR members tend to be anti-nuclear in their sympathies, and many are peace activists. ESR is affiliated with the Union of Concerned Scientists and four other anti-nuclear groups.

Perhaps remembering the divisive era of the Vietnam teach-ins, members are careful to avoid being accused of political partisanship.

There is great variation in how nuclear issues are taught. Classes, at either the elementary or secondary level, can be fitted in with science, current events, history, and other subjects. Approaches range from technical discussions of how weaponry works to explorations of conflict resolution on personal and national levels.

Despite their dedication to the principle of siring nuclear concerns, teachers who are interested in nuclear education do not pretend to know all the answers. A good deal of soul searching continues to go on over issues such as how to approach the subject with young children, and how to be realistic about nuclear dangers and still convey a sense of hope.

NEWS

Down's research

Birmingham Polytechnic has received a three-year grant of £10,000 from the Independent Order of Odd Fellows for research into problems faced by children with Down's Syndrome. The results will be used to produce video tapes and manuals on growth and development of these children to help parents.

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NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENTS
Mr G Vinestock to be head of Casterton School, Camforth Lancashire from summer 1984.

Mr E Morgan Parry to be head of Park Special School, Blackpool.

Mr M Leigh Eatough to be head of St John's C of E Primary School, Lytham, Lancashire.

Mr G Worth to be head of Freckleton C of E Primary School, near Preston.

Mrs J Fleming to be head of Christ the King RC Primary School, Blackpool.

Mr J Goodier to be head of Bewsey County High School, Warrington from January.

Mr M Hammond to be head of City of London School from September.

ADMINISTRATIVE APPOINTMENTS
Miss F Keillett, head of Birkenhead High School, to be President of the Girls' Schools Association.

Mr E Bailey, head of Gorman at Goldsmiths College, has been re-elected President of the World Federation of Foreign Language Teachers' Associations.

Professor C Dillery, Professor of Clinical Pharmacology at the Royal Postgraduate Medical School, University of London, has been appointed to the University Grants Committee for five years from January.

CONFERENCES...

February 16-17
Brighton Polytechnic Conference of Research in Illustration for Teachers. For teachers, publishers, designers. Fee £39 delegates (£20

students). Enquiries to Dr Evelyn Goldsmith, Faculty of Art and Design, Brighton Polytechnic, Grand Parade, Brighton BN2 2Y.

March 19-23
Learning Resources in Further and Higher Education - a study conference at the Further Education Staff College, Coombe Lodge, Basingstoke, Hampshire RG24 0NR. Application forms from the College.

April 16-19
A conference for teachers on the Aquarian approach to the teaching of Home Economics at the Davidson Teachers' Centre, Croydon, Surrey. Details and application forms from the Conference Organizer, Mrs D Marks, 68 St Andrews Road, Coulsdon, Surrey.

Volunteer Reading Help is celebrating its 10th anniversary. The scheme involves 70 primary schools and over 200 volunteers in London and has founded new branches in Liverpool, Bristol and Surrey. Anyone wishing to become a volunteer should contact Sue Bellinger on 01-634 6918.

December 12
A lecture on Psychology in the Service of Education will be given by Professor D Child in the Rupert Beckett Lecture Theatre, University of Leeds at 5.30pm. Details from the University Information Bureau, Leeds 431 751.

Royal Institution
The Christmas Lectures on Machines in Motion will be given by Professor L. Maund, Professor of Mechanical

Engineering at the University of Newcastle upon Tyne. Lectures are at 5pm on December 17, 19, 21, 23, 25, and 31. Booking details from the Royal Institution, Lectures Department, 21 Albemarle Street, London W1. Videocassette recordings of this series of lectures will be available for hire or purchase and of some earlier series. Details from the Bursar, Michael Faraday's Laboratory and Museum will be open on the days of the Christmas Lectures from 4pm to 5pm.

Art in Children's Books
A retrospective exhibition of Quentin Blake's artwork at the National Theatre from December 12 - January 28. Accompanying the exhibition will be a series of workshops for 6-11 year olds on December 13, 15, 19

from December 13 - January 8. Admission free.

A Christmas Exhibition of watercolours from the Book of Riddles by Monika Belsner will be at Achim Moeller's Gallery, 6 Grosvenor Street, London W1. (Tel: 01-493 7611) until December 23. Gallery hours are 11am-1pm and 2pm-5.30pm Monday to Friday. Group visits by appointment only.

RECENT PUBLICATIONS...

Lacrosse: An Individual Skills Programme - a step-by-step guide to proficiency in the technical skills of the game by Cella Brackentide, ex-Captain of England. Available from PAVIC Publications, Department of Education Services, Sheffield City Polytechnic, 36 Collegiate Crescent, Sheffield S10 2BP price £1.60 including postage (cheques made payable to Sheffield City Polytechnic).

Wesssex Studies in Special Education - the third issue is now available from the Editor, Dr R Jackson, King Alfred's College, Winchester price £2.95 including postage. Among the issues covered are curriculum development 5-16; post 16 provision, professional accountability and professional development.

Primary Teaching and Micros - the first issue of this new by-monthly magazine will be published on January 5th. Features include database programs and their application to the primary school; MCP Package 2; and using micros for reading in infant schools. Available on subscription only: £5 per year, from Scholes Publications, Westfield Road, Southam, nr Leamington Spa, Warwickshire CV39 0JH.

Noticeboard is edited by Mary Crickshank

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The original artwork by Jenny Thorne for Edward Lear's *Grainpollen Poems* will be on show in the Level 4 Foyer of the Barbican

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Fast work on new sandwich

BELGIUM

Anne Goodyear on a training plan with future implications

A group of 54 young people forsook the queue for the textile and metal industries of South-West Flanders last month, watched anxiously not only by their immediate bosses, but also by parents, and the Belgian Ministry of Education.

The young people were the second group to take part in a new type of sandwich course, pioneered in the Flemish town of Kortrijk, and their success or failure could prove crucial to the future structure of the country's secondary education system.

Next year, the Belgian school leavers go up from 14 to 16. By 1988, it will be 18 - the highest in Europe - although the Compulsory Education Act, passed in July this year, allows for a further extension, alternating with periods of work training, from the age of 16.

The haste with which the Act is to be implemented means the Ministry of Education has just nine months, in preparation for the first sandwich course. But it is this option which is

likely to prove the most popular with the 10,000 young people in Belgium who would otherwise have left school between the ages of 14 or 15 and the further 33,000 who would leave at 16 or 17. It is also likely to prove the most crucial in alleviating youth unemployment, which currently affects one-third of all young people under 25.

Government research conducted last year shows that those leaving school at 14 are 18 times more likely to be without a job than those with a university degree. Those leaving at 15 are five times as likely to be unemployed, and at 16 four times as likely, eventually, and introducing a more relevant vocational content into the education system, the government hopes, unemployment figures apart, to provide its less able young people with a social maturity and vocational expertise, which employers claim is sadly missing.

Ironically, the Kortrijk project, to which the Education Ministry now looks for inspiration, was set up not as an educational pilot project for the new law, but at the behest of employers frustrated by their inability to find suitably trained school-leavers to fill vacancies in the textile trade.

It is funded by the Common Market and the Belgian Government, and began just over a year ago when the first batch of 71 young people, began training.

The textile project, involving college-based training during the first six months, integrating gradually with factory work, has so far been characterized by goodwill (perhaps explicable in terms of economic health) on the part of the firms involved.

While in college, the trainees, or their families, continue to receive family allowances or social security, but from the moment they begin work in the factory they are paid the full rate

for the job, and not the 90 per cent required by law for trainees. They are all, also, guaranteed a job for one year on successful completion of training.

The content of the college courses has been decided in collaboration with the employers. Built into the system, too, is a compulsory monthly review procedure for each trainee. In fact, none was dismissed last year, though some left of their own accord. Of the 60 that remained at the end of the year, all now have employment.

The success of the project can to some extent be explained by the high motivation of both employers and trainees. The original 71 trainees had already passed a rigorous selection procedure, first by the Department of Employment, and then by the employers themselves. Whether this could be achieved within a compulsory system is open to conjecture.

It also remains to be seen whether such a system can operate with equal success in other industries. Of the 54 trainees who started this month, 23 are to train for the metal industry. Plans to introduce sandwich course training in the chemical, electronics and building industries are also being considered. But, according to Mr Gilbert De-meester, a psychologist, and one of the project coordinators, experience is already showing that the scheme cannot be transferred wholesale from one industry to another.

The high demands of the metal industry, particularly in electronics and mechanical engineering, are likely to be reflected also in the chemical industry, and other technological industries.

But if the sandwich course system is to be introduced on a national basis as a real alternative to the school system for 16 to 18-year-olds the problem of industrial demand will have to be faced.

Travel

NEW YEAR BREAKS IN

DEPART 29 DEC

RETURN 0

College knocker

Sir—One way to prevent David Young and some of his colleagues in the Manpower Services Commission (TES, November 25) from playing "let's knock the colleges" might be to put them through a high quality Youth Training Scheme programme (probably only to be found in a college of further education). One thing they may learn as a result of developing communication skills and personal effectiveness (their own criteria) is not to generalize from the particular.

Some of us are in colleges which have recruited well to B2 schemes, which have set up consortia to run Mode A, which are open for 48 weeks a year, which are developing new approaches to the training of young people, and, moreover, which are the front-runners in YTS in our locality. We are tired of hearing that colleges are inflexible when we have adapted to rule changes from MSC so far over the past two years that we're practically meeting ourselves coming back (see criticisms from Oxfordshire elsewhere in the same issue).

YTS has under-recruited this year for a variety of reasons, both in colleges and among employers. The MSC wanted to think it was running a massive scheme; some careers officers over-estimated need; some colleges over-reached themselves; some employers who were using YOP as a substitute for employment recruited young people as full-time employees rather than with the job-training, and most importantly, many young people decided to wait and see whether YTS really would prove to be the great opportunity the publicists declared it to be. If it doesn't, there will be even fewer recruits next year.

The colleges may turn out to be the best friends David Young has in the delivery of YTS. They certainly have a better track record in serving the long term interests of young people than many employers. So stop knocking, Mr Young, come in, and let's work together like grown-ups.

BERYL PRATLEY
Vice-Principal
Abingdon College of FE
Oxfordshire

Why heads should not be seen as managing directors

Sir—In his article (TES, November 25) about the relevance of management training for headteachers, David Trethowan points out some of the difficulties, but misconstrues several of the comparisons with management elsewhere.

"The similarity of the problems faced by business managers and heads who manage educational establishments is increasingly widely acknowledged."

Why does Mr Trethowan then assume that heads should learn from managers rather than the other way round? There is little evidence that the "impressive investment made by industrial and commercial companies in training managers" in the last 20 years has produced impressive management performance, yet how many comments does one hear about British secondary education being worse than that in other countries?

"Unlike many firms, there is no financial incentive in my staff to perform well."

The management literature is full of detailed research doubting the incentive value of financial rewards to improve performance but demonstrating the way in which inappropriate payment arrangements can depress performance. Many managers in business search in vain for the type of motivators that school-teaching can provide, such as achievement, working with people, regular results and—above all—the degree of autonomy that Mr Trethowan regards as an impediment to efficiency.

"... the lack of anything resembling an effective job description makes it almost impossible to establish when a teacher is performing effectively."

A basic tenet of management is that you cannot use job descriptions for control purposes; for information, for discussion and even for determining

the right rate of pay, but never for control. "Working to job description" is one of the more subtle and effective forms of industrial action.

Like so many people in education, Mr Trethowan nurtures a belief that management in industry is efficient, clear-cut in purpose and with a single overriding profit motive that is pursued by managers with great power and authority. We suggest that there are three important ways in which schools are different from all but a minority of firms:

□ The head has power in relation to staff and pupils, and status within the organization, far exceeding that of most managers. This is not only in the legal basis of the head's appointment, but is willingly endorsed and emphasized by staff and parents. This is most clearly seen in the position of deputy heads and senior teachers, who have nothing like the range of authority and independence that is found among senior managers in business. The complexity and difficulty of running a modern secondary school—especially a comprehensive school—is far beyond the capacity of a single leader figure in the traditional role of a head, yet heads, staff and parents all conspire to prevent the dispersion of the power a head wields.

□ Teachers are appointed to a salary grade above the basic level in almost every case not for teaching well, but for accepting additional duties...

This involves parceling up the relatively minor aspects of responsibility and coordination and distributing them in order to contrive promotions. The effect of this lunate arrangement is to extend the communications network, to increase the number of meetings that have to be held, and generally to increase the administrative burden

on everyone. This not only makes schools grossly over-managed and inefficient, it also reinforces with teachers the tragic misapprehension that what counts for prestige and status in their profession is not teaching but the reduction of teaching.

□ The third point is very close to the second: there are too many salary scales. 1, 2, 3, 4, senior teacher, deputy head and head will all be in use for a set of 50. That is seven ranks in the hierarchy, with all the consequences of contrived parcels of responsibility to justify the differences, none of them being a simple reward for doing the job well and continuing to do it.

The collective bargaining pressures to produce better salaries have produced envy, resentment, extensive feelings of injustice as well as the problems of over-management referred to already.

The teaching profession could certainly learn much from management, but the experience of the last 15 years is that the lessons gleaned so far have been uncritical and eclectic in picking out things that sound attractive, like leadership, delegation and job descriptions, without considering the ways in which school management has failed and the structural differences between the ways in which schools operate and the ways in which industrial companies operate.

DEREK TORRINGTON and JANE WRIGHTMAN
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The University of Manchester
Institute of Science and Technology

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.



The youngest European trampolinist champion Andrea Holmes (left) with Susan Shotton and presenter Jane Ellis.

Points of view

Sir—I was disappointed to read Dale Le Vack's letter (TES, November 18) as Dale's debut in children's television was as an assistant producer on John Craven's *Newsround*. I would have hoped that he had learned the value of accuracy in reporting.

The trust called Education 2000 (also reported in *The TES* on November 25) wants a break in traditional schooling at 14. This is a bad idea. All good 11-18 comprehensives should be left alone. But there is a growing consensus in favour of selection at 14 in areas where comprehensives cannot provide high academic standards. We urgently need specialist schools in sciences and technology and languages for 14 to 18-year-olds in the inner cities. Transfer should be possible at 14 or 16.

In any system there will always be children who miss out. Universities should introduce more part-time degrees for people who develop late or whose schools fail to give them the opportunity to obtain the high A level grades necessary for entry.

There is no evidence that these specialist schools for 14 to 18-year-olds would harm children of lower ability. They too should have special provision, and doors for advancement should never be closed.

PROFESSOR C B COX
20 Park Gates Drive
Cheadle Holme
Stockport

Black Paperites against 11-plus

Sir—Your leader and Philip Venning's article (November 25) draw attention to the decline in the numbers of working-class children admitted to universities.

A central argument of the Black Paper was that comprehensive schools would become neighbourhood schools. In middle-class areas comprehensives would normally do well. In the working-class areas, particularly in the inner cities, the able working-class child would often conform with the peer group and interest in academic work would decline. In these areas sixth forms would be too small to maintain high standards.

Falling rolls have made these problems come true even more quickly than I expected. But it's sad that some Conservatives should now be talking about a return to grammar schools. Nothing could do more harm than a campaign for return to the 11-plus. It's not often acknowledged that the Black Papers were opposed to selection at 11.

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20 Park Gates Drive
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uninitiated make decisions about universities—they haven't even heard of most of them—and what a nerve putting them into an order of choice. Completing the UCCA form itself deserves a degree!

After months of agony the A levels came and went, and we heard in the middle of our holiday that she had got good enough grades and would actually be going to university. Then followed more forms for the grant. My husband was unemployed and a generous award—or so it seemed—was never ending. The food at the university was quite good, but not enough to keep a cat alive, books are expensive, etc. etc.

I have grave doubts as to whether it is all worthwhile. In the holidays, which are so long, there is very little work available for students—getting

Social climbers

Sir—How extraordinary that in your editorial speculation on the declining proportion of working-class undergraduates at universities you do not consider the possibility that heredity may be a very significant factor. The 1944 Act increased the number of graduates of working-class origin but their children now at university are well above the UCCA statistics.

W A GRIFFITHS
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16 Burton Street
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Leicestershire

Minders blameless

Sir—We thought it important to reply to Ms Booth's letter (TES, November 25) about our study *Childminding and Day Nurseries: What Kind of Care?* We are sorry that social workers and minders are distressed by our findings. We know that like us they have the welfare of young children and their parents at heart. It is not individuals who are to blame for the variable and in some cases downright bad service that is on offer, but a public policy which does not set out to meet the needs of young families.

Though childminding may be a good service in one borough, (as Ms Booth suggests) it was patchy in the boroughs we studied. We have reason to believe that as a service it varies widely in quality between boroughs.

This is because social policy is for low cost day care and because decisions about standards are left to local authorities. Inevitably standards and support services vary and in many areas under-lives have low priority. At a meeting to discuss the book this was made clear by staff from all over the country who reported on widely varying standards and practices. For example, one social worker said that in her area a brief registering interview was the total extent of support for minders.

Recently the Association of Metropolitan Authorities found that most local authorities seriously under-spend on the under-fives, according to the Government's own minimal assess-

The HE divide

Sir—The comment on Philip Venning's report "The mystery of the vanishing students" (TES, November 25), about declining working class participation in university-based higher education, is correctly cautious. The causes of the phenomenon described are no doubt highly complex, and better information will be required by us all in teasing out the strands.

However, to say that secondary reorganization might be "expected" to be a contributory factor is to move at once to a standpoint which many, regrettably, are only too quick to

adopt. To others like myself, the facts given seem to fit a rather different set of expectations, as we observe (and consistently protest at) the drift since the mid-1970s towards a binary system of educational provision beginning at the age of eight.

This viewpoint recognizes the dangers, implicit in recent policies (for example, assisted places), of differentiated routes for first and second-class citizens: one via preparatory and independent schools to university (and even certain universities) and the other via comprehensive primary and secondary schools to publicly provided higher education (or at best bottom-rank

universities, if university privatization is allowed to go ahead).

The danger existed and was recognized by many before the 1979 General Election, but so many decisions since then have made its realization more likely. Those prepared to think through the implications underlying features of one sector of the education system must also be prepared to look beyond that sector, and indeed to related systems (social, economic and political) for interrelationships that may be significant.

DAVID WESTGATE
Lecturer in Education
University of Newcastle upon Tyne

with fine detail, but simply with whether the services met minimum standards. The observation focused on specific aspects of interaction between child and caregiver. On the basis of these methods we do not claim to know minders or nurseries better than local authority staff do, far from it. We claim only that we did what we set out to do—measure whether the service met government standards.

We set these findings against current policy towards day care and concluded that present legislation does not guarantee good quality day care. Local authorities have no duty to plan or provide day care for working parents. They are empowered to set and support high standards for childminders, but there is no legal obligation for them to do so. So it is not surprising that standards fell short of the mark. Finally we should say that our gloomy conclusions about childminding are essentially those of empirical studies since the 1960s, including those of Simon Yudkin, the Community Relations Commission and Brian and Sonia Jackson. Recently the Oxford Pre-School Research Group under Professor Jerome Bruner found the quality of care given by minders was inadequate for a quarter of the children. Like us they concluded that within the present policy framework some minders will always provide poor care.

BERRY MAYALL
PAT PETRIE
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41 Brunswick Square
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Useful exercise

Sir—The suggestion I made at the annual review day of Community Service Volunteers was that part of the physical training in custodial institutions for young offenders might be reorganized so that a few of them could stimulate recreational activities—in back streets, waste land, or parks—among 7 to 11-year-olds in the holidays and out-of-school hours.

If this were to come about, small children—numbers of whom, when left to themselves, do get into mischief and trouble—might enjoy legitimate fun: and some former young offenders might at least experience what many years for—a role, responsibility and recognition.

Hundreds of Borstal youths, young prisoners and older children-in-care, specially entrusted to CSV for this very purpose, have shown what they can achieve positively with those younger than themselves. A small number of them are now employed professionally by social services departments and voluntary agencies—to the benefit of all concerned.

Of course there would be problems and resistances to be overcome. Convincing the powers-that-be of its value and re-vamping the physical training schedule in custodial institutions would be one: persuading heads of nearby primary schools to let some of these young inmates, under proper supervision, try out games attractive to their children might be another. Subsequent support and help would require careful consideration.

But it is sad that a lecturer in education at the University of Durham can find expression only for derisive sarcasm at the very idea (TES, November 18). The majority of these delinquents will presently have their own families: why should not putative fathers, some of whose problems may be due to uncaring parents, learn by actual experience how to look after and enjoy the company of children?

GAELIE HOBDAV
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Wanstead
London E12

ALAN DICKSON
19 Blenheim Road
London W4

GAUCHE GROWTH
Sir—How ironic—and how Hardy would have savoured it—that Raymond O'Malley's "ordinary", indeed pedestrian, response to *Drumner Hodge* should include a printing of that poem in which Hardy's exact and rich "Grow to some Southern Tree" should be replaced by the gauche and grotesque "Grow up some Southern Tree". Clearly, what is visible on the page is something not only pupils need to see.

JOHN WAREHAM
24 Warwick Road
Thorpe Bay
Essex

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Technically equal

Sir—Miss Valerie Evans, the divisional inspector for the West Midlands, (TES, November 25) is right to remind us that the Technical and Vocational Education Initiative has, as one of its main objectives, the ending of sex-stereotyping in the curriculum. Our experience in the Hertfordshire TVEI project is that it has proved to be the most effective means yet devised for achieving that goal.

For years we have had reports and recommendations, and strenuous efforts by guidance and careers teachers in schools, but little change in practice. Yet at the beginning of this year in the 10 Stenage schools where TVEI courses are based, we had, out of a total of 303 students, 120 girls.

The girls are taking these technological or computing subjects: computing (67 girls); manufacturing technology (53); modular technology (55); electrical and electronic instrumentation (65) and information technology (120). We do not yet have equality and an end to sex-stereotyping, but we do have a remarkable improvement.

DR R G WALLACE
Director
Hertfordshire TVEI Project
The Grange
High Street
Stenage

STOPP statistics

Sir—Bert Lodge's obsequious feature on Charles Oxlley ("The Lord's Business", November 25) states that he has campaigned "against sex shops, and films, STOPP" (They were using emotive language and bogus statistics. "They're doing a terrible disservice to children").

We in STOPP take meticulous care to ensure that information we publish is correct, and I strongly object to your publishing Oxlley's defamatory allegations that we publish "bogus statistics". I challenge Oxlley to produce a shred of evidence to support his ludicrous claim.

Far from denying that we sometimes use "emotive" language, but so of course do our opponents. No one with an ounce of sensitivity could work in this

Free thinking

Sir—May I applaud Virginia Makins for drawing attention to the forthcoming British Library Report (LJR No 24), *The Sixth Form and Libraries*, (TES, November 18).

The statement implying that in some comprehensive schools the state of the library made emancipation (into independent study) almost impossible is crucial; the inadequacies of library provision in schools has been highlighted in the recent state of Department of Education and Science reports and surveys.

Only a few local education authorities, in full-time professional librarians in schools: most librarians have little or no clerical support to free them for their real purpose to encourage their students to use the resources available to them and thus ensure that they become independent learners. Teacher-librarians, too, are of necessity too involved with classroom teaching to carry out such a role.

Libraries can provide the necessary alchemy to emancipate students from overdependence on teachers and textbooks but only when they are adequately financed and staffed.

JAN CONDON
Editor
School Librarian Group News
Solihull Sixth-Form College
West Midlands

office for long without feeling out-riden by the brutality meted out to children in schools throughout the country. I know who is "doing a terrible disservice to children".

Finally, it does seem extraordinary to me that Oxlley can campaign against both sex shops (he is vice-chairman of Mrs Whitehouse's NVLA) and STOPP. The fact is that the existence of child-beating in schools can lead to the development of sadomasochistic tendencies. And many pornographic magazines cater for those who are obsessed with the subject of beating.

TOM SCOTT
Education Secretary
The Society of Teachers Opposed to Physical Punishment
18 Victoria Park Square
London E2

Grub stakes

Sir—If, as the good Dr David Mullen claims, teaching is "the most cosseted... calling in the world" (TES, November 25) on the strength of 45 pence worth of school meals received for working during lunchtimes, then the conditions of employment enjoyed by office workers, who receive substantially more than this in lunchtime vouchers for spending their lunchtimes as they wish, must truly be out of this world.

J W ARMSTRONG
8 Burnt Oak Drive
Stourbridge
West Midlands

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TALKBACK

Model maths

CHRISTOPHER ORMELL

Geoffrey Howson's comment (*TES*, November 4) that "large numbers of pupils do not see any point in learning the mathematics which is currently taught to them" will be widely accepted.

The arrival of the calculator and the micro seems to have had a profound effect on people's attitudes to maths. Before the era of the calculator people were apt to be nice to mathematicians much as people are nice to the plumber - he was someone they might need in a fix. But the calculator and the micro provide almost all the mathematical assistance needed by the ordinary person, so that the chance of actually "needing" the help of a mathematician is reduced, apparently almost to zero. Many people cannot see the need for children to be taught much of the material in current O level and CSE syllabuses. It is not simply a problem of demotivated pupils, but of demotivated parents, demotivated uncles, sisters, brothers, aunts, and friends.

Dr Howson's observation, that the

I-rationality (in Mellin-Olsen's terminology) is faltering, is not simply a case of weakening of the "pull" of CSE/CSE caused by unemployment. It is obviously partly because, as the Cockcroft Report says, youngsters are not impressed by examinations like CSE, which give them a piece of paper saying "grade 4" or "grade 5", when they know that they hardly understand the subject at all.

To remedy this situation changes are needed in the syllabuses in terms of total weight (to meet the point made in the Cockcroft Report) and in content (to meet the general feeling of social apathy towards mathematics in this calculator age). It is ironic that the Foundation List of *Mathematics Courses* can probably command consensus support, so that the problem of what to teach the bottom 40 per cent of the population is now much better understood than the problem of what to teach the top 60 per cent.

A system of graded tests, of a kind not dissimilar to the ones now being successfully used in Norfolk and other places, will be a great improvement on the present situation. When backed with a 16-plus examination allowing below-average candidates to be examined on a more limited, realistic syllabus, the provision for the bottom 40 per cent ought to become better attuned to the real needs of the youngsters than we have ever previously seen.

kind of mathematics one normally does for O level. How long does it take one teacher to:

- stuff newspapers in the cracks of the walls and windows where the wind blows through;
- throw buckets of water down the boys "stand-up" when it becomes overpowering;
- chase the large local yobboes off school premises so the infants can play out, etc, etc.

My first workings, with the aid of the school small, cheap, calculator, already indicates a total substantial enough to be able to consider spending more time helping my slow learners and even enough time to stretch my brighter ones.

But, my conscience whispers, can you really let your little, naïvely signed agreement which lists only teaching duties, the odd parents evening and some lunchtime supervision?

No I couldn't. Could I?

Maureen Scatchard is a teacher at Dewsbury Moor Infants, Dewsbury, West Yorkshire.

Natural selection

LOGIE BRUCE-LOCKHART

Professor Nuttall (*TES*, November 18) confirmed the inadequacy of CSE, O levels and A levels as predictors, without offering us any clear alternative: the bitterness and strife arising from open entry elsewhere in Europe should make us cautious about moving too fast in that direction. Research has, unfortunately, little to say about the S papers, which were in part designed to test those aspects of intelligence sought by universities, which A levels do not reveal.

While an A grade A level is some indication of ability and not many clever candidates get an E grade, the difference between B, C and D grades is insignificant. Whether a candidate gets a low B or a high D or a C depends on what I call the X factor: luck in choosing the topics for revision; the phases of the moon (especially with female candidates); the fortunes of a first love affair; a change in the teaching staff or an attack of glandular fever.

It depends, far more than the dons realize, on the age at which the exams are taken, the competition in the set or form and, above all, on the relationship between growth, glandular development, adolescence and mental maturity. The memory phenomenon at 13 often fades at 20; the boy who grows from 5'9" between 14½ and 16 often fails to coordinate mentally and physically until after his teens.

What A level tests is mainly the ability to recall and to present with acceptable relevance a number of facts in a race against the clock; it tends to exclude those valuable candidates whose strength lies in their ability to do accurate, original and imaginative research in their own time. An element should be reserved in grading for the school's prophecy, based on its experience of the candidate's day to day work.

Of equal importance is another group of what I would call the Y factors: characteristics, enthusiasms, hobbies, achievements and motivation outside the purely academic field. Among the vast amorphous mass of middle grades these may give a clue to which candidates will be successful at university and afterwards. The hard task of the interviewers is to distinguish, with the help of the UCCA report, the good material from the unmotivated and easily distracted wretches.

Intelligence is too varied for accurate measurement; it is a fragile instrument, at the mercy of the even less measurable but formidable forces of the unconscious, the subconscious, the emotions and the ideals. The clues lie in these X and Y factors. What is known about the candidate's physical energy, identity, sensuality, imagination, colour sense, mastery of the

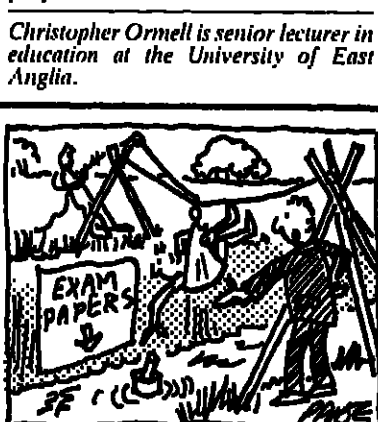
simply means that B's imagination works on different lines, not that imagination is unimportant. The challenge is to find a landscape of future possibilities sufficiently central to the corporate imagination that they can hold the interest of a majority of pupils.

In using the example of "narrowing the angle", Dr Howson shows he is turning his back on this approach. In our booklet *Modelling with Probability* we have shown a way to use just this situation.

We show how there is a moment as the goal-keeper comes forward, when the striker has the greatest chance of scoring. As the striker moves forward, a greater fraction of his scoring circle falls over the goalmouth rectangle. As the goalkeeper moves out, a greater fraction of the goalmouth rectangle is covered by him. It is quite wrong to suggest that there is anything unreal about such a decision of the striker-goalskeeper confrontation.

I agree with Dr Howson completely about the need to motivate children's work in maths. Where I disagree with him is in his judgment that the major area for generating motivation is in project work. The major area in our view is in the essence of the account we project of the role of maths in life.

Christopher Ormell is senior lecturer in education at the University of East Anglia.



dimensions, intuition, willingness to take on new challenges, warm relationships, determination, meticulousness, manual dexterity, courage, willingness to put up with difficult conditions, curiosity?

Although many headmasters are careful and conscientious, the aberrations of others make evaluation of UCCA reports very difficult. Some are highly professional, researching the value of X and Y factors carefully and investigating every facet of the candidate which could have a bearing on his motivation and success. They realize that the sensitive and disciplined fingers of a cellist with grade 8 level physics, that a top ornithologist's ability to distinguish tiny differences in plumage and behaviour in the field might be a quality useful in the development of a first class diagnostician.

But others are brief and casual, failing to put their candidates at ease, and missing significant items in their background. An experienced interviewer with a long close knowledge of 18-year-olds may be more helpful than a don, who knows his faculty's academic requirements, but is flitting interviews into a busy schedule, without real understanding of the complexity of the task.

If the interviewers come to a carefully considered recommendation based on a first rate report, there is one more hurdle. Britain in 1983 is a cynical, critical and suspicious place. If interviewers choose a candidate against the evidence of examinations, it will be assumed that the choice was made on grounds of Old Boy Net or class or political favouritism. They may be involved in lengthy and tiresome correspondence, or, if they are not, some prefer the simplicity of choices made purely on grades.

There is as yet little solid evidence that interviewing is proving any more successful than selection based on examinations. But when reports are more detailed and competent, and when the interviewers are more universally well trained, the insights gained by interviewing will surely prove fairer than examination results shown of supporting evidence. In the meantime, if our interviewers are often amateurish, they are at least honest about it, and for the greater part uncorrupt. That is a lot to be thankful for.

Logie Bruce-Lockhart is the former head of Gresham's School, Norfolk.

Many are called but...

ANONYMOUS

For those aspiring to posts in the senior management teams of comprehensive schools, I should like to offer some views and advice. There is fierce competition for posts of responsibility in schools. I am told that applications for deputy headships can number up to 300. It took me three years and 134 applications to become a deputy head.

Falling rolls and redeployment of teachers means that some are taking over from inside their own authority regardless of worth. Other authorities tell candidates that if they are applying from an authority with a big fence they will not be considered. On the other hand, some authorities do not favour appointing from their own area in principle.

There are some headmasters who only consider certain types of degree valid, and others who will not consider candidates who have taught outside the state sector or in schools other than comprehensives, which would seem to me to indicate either prejudice or shortsightedness. As for letters of application: some heads prefer handwritten letters, others typewritten, and there are those who send out rather strange pro-formas from which they hope to do their sifting. One well-known head sent me a sheet covered in a myriad of boxes, headings, and lines of linkage which seemed to me to be taking "dear administration" too far.

Authorities themselves can often ensure posts are not filled, or that they lose strong candidates by accepting them for interview, then scheduling it three to four weeks in the future. The simple lack of a stamped addressed envelope can upset many heads causing a delay in receiving references. Clerical mismanagement can also scuttle a person's chances: second-class stamps used, especially near Christmas, or references which can be typed, sent off, or even requested too late.

The fate of an individual can often rest with his own headteacher, who may have his or her own prejudices, photocopying references instead of having them typed. The taint parts in ink, with crossings over in the same, or the odd personal late addendum ("Though I fully support Mr X, I feel his strengths lie in other areas rather than in..."). There is, I feel, a strong case for the senior management team to be responsible for collating and writing references.

Then there is the further question of what do you do if you know it is the "reference" and its lack of reality or enthusiasm which is stopping you from securing interviews? For those who do not know there is a way out. It involves a lengthy procedure.

Initially you contact your school inspector or the person appointed by your authority to look after the pastoral needs of the staff in your school. Contact must also be made with your subject inspector/adviser for reference purposes.

Although I was obtaining many calls for references, interview offers were very rare. Eventually I took the matter to my chief education officer, and it was quite remarkable how things changed. This is not to say that headteacher's criticisms may well be valid, and aspiring candidates may be advised wisely by their heads, but where there is a genuine problem over the way a reference is written the matter does not rest entirely with that headteacher.

If candidates expect to be successful then their application has to be professional - no errors, crossings out, misspellings, or illegibilities: a clear letter of application with some indication of achievements but some indication of philosophy, and where necessary a detailed curriculum vitae.

I have often heard it said by other candidates that the whole business is a lottery and luck plays a great part. It seems that education has a good deal to learn from the way industry deals with its senior management vacancies. All the time I was applying I got the distinct feeling that the whole business, including tours of schools and interviews were being done in a very "cheap", stressful, and rather unprofessional way.

The author was recently proposed for a senior post.

FEATURES

Records of achievement

Last week the Government announced plans to develop a national scheme for recording the attainments of all school leavers. Here Keith Foreman and Will Sarell describe a profile scheme that encourages pupils to assess themselves.

There are as many horror stories circulating about profiling as there are different schemes. Most of these chilling tales involve impersonal judgments of pupils through the ghostly ticking of code letter or boxes. However not all profiles require teachers to grade fifth year pupils' relationships with their peers on a five point scale of intimacy.

Comberton Village College has been running a profiling scheme for five years now. During that time, many of the central issues of profiling have had to be hammered out. We do not claim to have solved all the problems, but the fact that our scheme has now been adopted wholly or in part by other schools leads us to believe that we have something that may be of interest to a wider audience.

We are a village college established by Henry Morris in Cambridgeshire in 1960 and include an 11 to 16 comprehensive school. In 1978 a joint committee of governors and teachers developed a profiling scheme which began by being used with the fourth year and has now been extended into the production of a fifth year statement of achievement. Our scheme was designed as an addition to, rather than a replacement for, the information provided about students by the examination system. For this reason, all pupils take part, whatever their ability. For the same reason, our scheme is designed to be a record of achievement. We are not concerned with producing an elaborate method of assessing attainment in the specific skills and concepts required by various courses. There is a role for such a process but we are only just beginning the task of devising a method of tackling it and at present we see this as separate from our existing profiling.

We believe that if the full value of profiling is to be gained by the student, the process of constructing the profile must involve a large element of student self-assessment and have a formative influence on the students education. The process must therefore be continuous over a period of time and allow opportunity for discussion between teacher and student and for amendment. In this way students gain a greater awareness of what

they have achieved and the school gains valuable "feedback" about the impact of the curriculum, both formal and "hidden".

Our profiling begins in the fourth year, when students carry out their self-assessment with the guidance of their tutors. This self-assessment is then used as the basis for further discussion and dialogue between student and tutor before it is incorporated into the final fifth year statement of achievement.

All stages of the profiling involve the recording of achievement and qualities under four headings:

- Personal interest and leisure activities;
- Experiences of work;
- Personal qualities and
- General academic progress.

These four areas are further subdivided in the initial fourth year self-assessment stage. Pupils are asked to evaluate the importance to them, of certain particular aspects of each of the four main areas. They do this using a grid series of boxes (Figure 1).

In order to assist them in this task, all pupils are given "prompt" sheets (Figure 2) for each section. By giving examples of the types of things that could be included, these sheets help students to give a fuller picture of themselves than would otherwise have been the case.

These "prompt" sheets are also vitally important in assisting those with limited language ability to complete the self-assessment. The grid itself only a prompting device. Its function is to aid students in evaluating themselves. It is not for external publication. Once this initial self-assessment has occurred, and has been discussed with tutors, students then produce a prose statement for each of the four headings already mentioned, building on the information they have sorted out about themselves in the grids. In this way these prose statements have a greater depth of content, more coherence and more structure.

Students continue the self-assessment exercise into the fifth year and their prose statement form part of the final *Statement of Achievement* - the summative end product of the process. The other

main part of this statement of achievement is the college statement, drawn up usually, by the tutor. Summative statements tend to be of greater value to external bodies such as employers and further education, because they are more concise and because they are produced near the end of the period of compulsory education. Their main problem is that, unless they are the end result of a formative process, they can appear to be merely an extra piece of paper-work, an extra burden on a member of staff who might therefore not involve the student in the production of the profile at all. Summative profiles on their own also do not provide any feedback to the student. They therefore are less educationally useful.

In our case, the final statement of achievement is the end result of a process, consisting primarily

of a dialogue between tutor and student. As a result both the tutor and the student can produce statements which are both better informed and more objective than would have been the case if either had worked in isolation from the other.

In producing a summative statement we also have the problem, common to this type of document, of compilation. An individual tutor may find the task of gathering together a statement about a pupil's achievement in a range of cross-curricular skills very difficult. Our scheme offers no complete solution to this problem, but does make the task easier in two ways. First of all, the recording of achievement in these work skills, and other areas, has been part of a continuous process for two years in which there have been many opportunities for information to flow from subject teachers to tutors. Secondly, the students have been recording their own assessment of achievements in these skills, which again helps provide the tutor with more information to make a statement at the end of the fifth year.

Another major issue which we have had to face, and which faces all summative profiles, is that of whether the statement should be entirely positive in content. In our scheme we are only concerned with producing a statement of achievement. Therefore, if neither pupil nor the tutor feels that anything positive has been achieved in, for example, numerical skills, then there will be no reference to these skills in the final document. Like the Government's recent policy statement on profiles, we are only concerned with recording what has been achieved, not what has been failed.

At first sight, this might seem to reduce the external credibility of our scheme. This however was not the view of those employers who, as members of our governing body, helped develop our statement of achievement. If no mention is made by either tutor or student of a particular skill that an employer values then this is a clear enough message. We see no value in making explicit, or highlighting, in the last document produced about a student, those things that the young person has failed to achieve.

We have stressed the importance, in our view, of profiling being a formative process, consisting above all of a dialogue between tutor and student. Not all tutors feel at ease in this role, which requires tutors to undertake an active counselling role with all members of their group. It is essential to provide a context in which members of staff can get to know the members of their group. This obviously requires time, and, with present staffing conditions it is not possible to provide non-teaching time in which tutors could conduct lengthy individual interviews with every student.

The standard, short, administrative form period is not adequate either. Our staff are, however, involved in a structured, tutor-based pastoral care course throughout the school. Tutors as far as possible, stay with the same group for both the fourth and fifth years and there are 140 minutes per week devoted to tutor time. Registration and year group assemblies, leave about 100 to 120 minutes a week of this time for group or individual discussion, so by the fifth year, when the final statement is compiled a constructive and supportive relationship should have developed between the two.

The production of the more detailed documents about students at the end of the period of compulsory education inevitably involves more of teachers' time. It requires a reappraisal of the role of teachers, with more emphasis on tutoring than subject teaching. The content of our pastoral care course has had to be changed to provide the time for profiling, with less time spent on teaching first aid or leading discussions on moral or social issues, and more on guidance and counselling. Yet in doing so they are helping develop in students some of the most essential "life skills" of all, greater self awareness, and an increased ability to take responsibility for their own personal and social development.

Our profiling process would be educationally valuable, even if there were no end product. As it is, the summative statement, represents a far more accurate picture of the outside world than the previous situation. No longer will secret references be culled from the fragmentary information contained in the school file by a teacher who, occasionally, would be hard pressed to match a face to the name about whom he was writing.

Keith Foreman is Warden and Will Sarell, Director of Studies at Comberton Village College.

Figure 2 Prompt sheet

Experiences of Work
Here are some examples which may help you write your notes.

Reading and Writing
Reading novels; reading newspapers; reading factual books; reading about a certain subject; writing stories/poems; writing letters/diary; doing school work.

Talking and Listening
Talking about life; discussing issues; making speeches; acting; talking to friends; talking to adults; listening to others' views; listening to information.

Mechanical Skills
Mending things; building things; doing fiddly jobs; dealing with machines; working out how things work; driving.

Creative Skills
Doodling things; painting/pottery; dressmaking; hairdressing; singing/pottery; dressmaking; hairdressing; singing/playing instruments; dancing; making things for pleasure; growing things.

Physical Work
Gardening; carrying; sports; housework; decorating; keeping fit.

Mental Work
Thinking things up; considering problems; solving puzzles; developing theories; wondering why/supposing; academic subjects.

Planning and Organizing
Running a team/club; organizing disco/party; writing ahead; making arrangements; looking after young children.

Using Numbers
Doing sums; using maths; accounting; finance; measuring; exploring science.

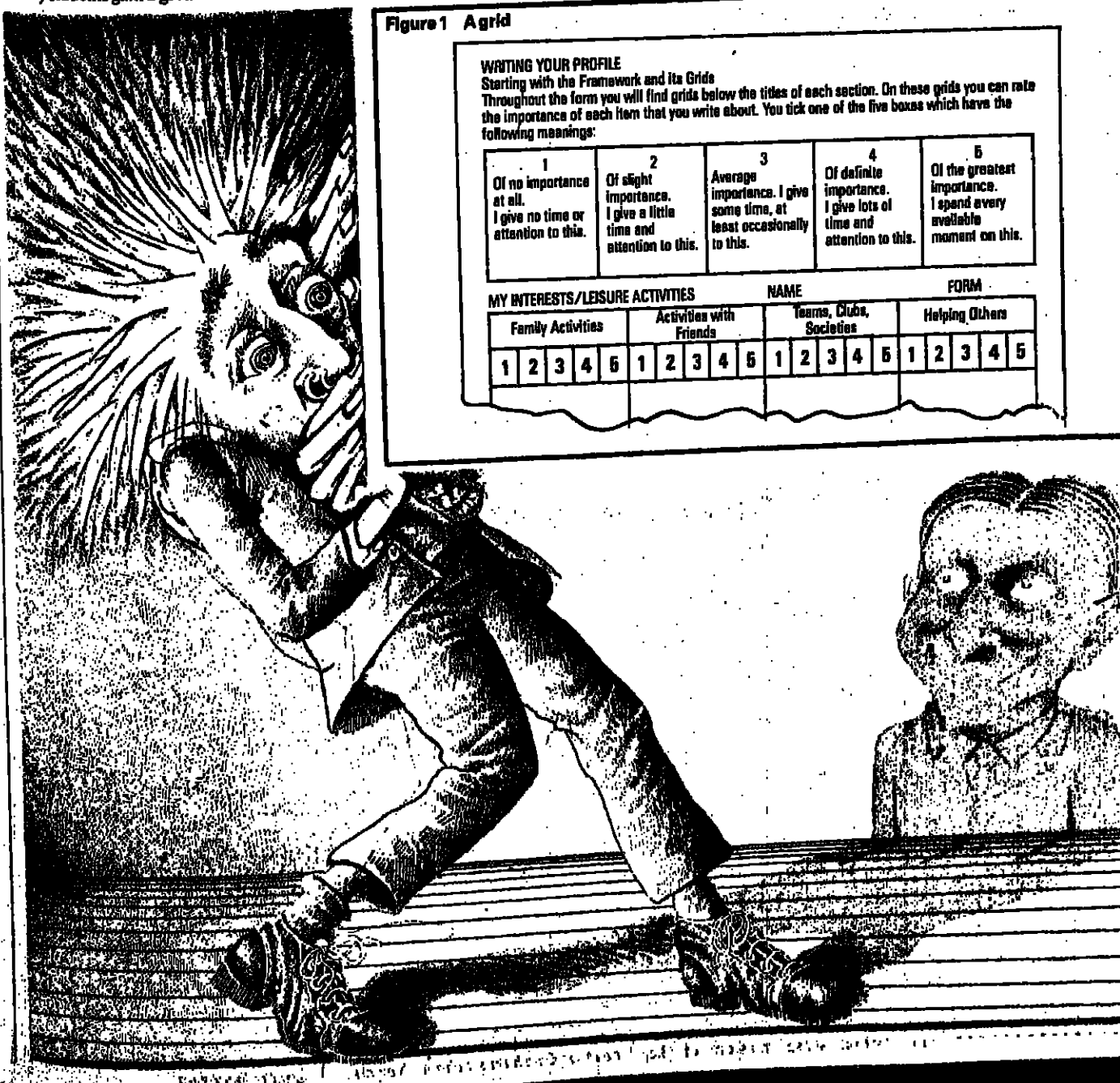
Figure 1 Grid

STARTING YOUR PROFILE
Starting with the Framework and its Grids
Throughout the form you will find grids below the titles of each section. On these grids you can rate the importance of each item that you write about. You tick one of the five boxes which have the following meanings:

1 Of no importance at all. I give no time or attention to this.	2 Of slight importance. I give a little time and attention to this.	3 Average importance. I give some time, at least occasionally to this.	4 Of definite importance. I give lots of time and attention to this.	5 Of the greatest importance. I spend every available moment on this.
--------------------------------------------------------------------	------------------------------------------------------------------------	---------------------------------------------------------------------------	-------------------------------------------------------------------------	--------------------------------------------------------------------------

MY INTERESTS/LEISURE ACTIVITIES

Family Activities	Activities with Friends	Teams, Clubs, Societies	Helping Others
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5



Multicultural education policies:

are they worth the paper they're written on?

When one inner city headteacher in three admits to ignoring local authority race policies, it's time to think again say Barry Troyna and Wendy Ball

You only have to take a casual glance at the list of recommendations in recent reports on race-related matters in education to appreciate how much importance is attached to the publication of local authority policy statements on multi-cultural or antiracist education. And local authorities, in turn, are responding enthusiastically to these recommendations. Before the 1981 "riots", for example, only two, Inner London and Manchester, had embarked on this road. Now, something like 20 L.E.A.s, covering both urban and rural districts, have publicly declared their commitment to multicultural education in formal policy statements.

So what purposes are these policies expected to perform? Well, at one level they are intended to underwrite the notion of equality of opportunity in education. From this point of view, they can be seen as a direct response to the disquiet expressed by the black communities about the educational "underachievement" of their children and the subsequent growth of supplementary schools. The policies, then, are designed to assuage publicly these fears and to demonstrate that "unequivocally, the commitment is to all", as the L.E.A. policy document proclaimed in 1977.

At another level, the policies are intended to legitimise the activities of teachers already proceeding along multicultural lines. Most importantly, however, these policy statements, and the range of practical initiatives which stem from them, are intended to promote and effect changes in routine school practices and procedures. What is more, they are designed to implicate all schools in a process of reappraisal and change and are not confined only to those schools with relatively large numbers of non-white pupils. The policies no longer tend to be headed "Multicultural Education" but "Education for a Multicultural (or multiethnic) Society", a subtle change which denotes a fundamental shift in emphasis.

But is it realistic to expect policy statements to have the power to effect changes at the "chalk face"? In an attempt to throw some light on the relationship between policy and practice we carried out a survey among headteachers in a Northern education authority which produced a policy on this theme a couple of years ago. We focused on headteachers because, while we appreciate that certain initiatives in multicultural education may be introduced into a school by certain members of staff and by those in particular subject areas, such as R.E., history and geography, it is difficult to imagine the philosophy and aims of a school being formalized without the unequivocal support and encouragement of heads.

After all, they are the "pivot" and "focus" of their schools and have ultimate responsibility for curriculum development, teaching methods and the internal organization of their institutions. They also play a major role in determining whether or not educational innovations will be implemented in their schools. The translation into practice of an L.E.A.'s policy on multicultural education, or any other issue for that matter, is therefore heavily dependent on the attitudes and stance of the headteacher.

Our interviews were carried out with 71 heads and covered a wide range of themes and issues related to multicultural education. Our best guide to the institutional response of their school to the authority's directives, however, was provided by their response to the question: "Would you say your school was involved in multicultural education?" Now, considering the priority attached to this issue by the L.E.A. and the relatively large amount of its scarce resources deployed in its development, it is alarming that 24 heads freely admitted that their schools were not involved. Put bluntly, over a third of our sample had blatantly ignored the authority's policy prescription. The main reason for their negative response? The low number of non-white pupils in their schools.

This finding, in itself, casts doubt on the efficacy of L.E.A. policy statements to promote change because it shows that, to all intents and purposes, the trend has stayed the same since the

1940s. That is to say, despite the campaigning efforts of the CRE, NAME and, of course, the L.E.A.s, multicultural education is still widely conceived as a prescription for reform which has relevance only to those schools with a sizeable ethnic mix of pupils. But, while this finding describes how L.E.A. policies fail to penetrate more deeply and evenly into local schools, it does not tell us why. It may well be due to the individual prejudices of teaching staff, as the Rampton Committee suggested in its interim report a couple of years ago. We are not in a position to comment on this because we were more concerned with institutional context in which policies are received and acted (or not acted) upon than on the racist attitudes and behaviour of practitioners. And when we looked carefully at this institutional context we found a number of explanations for this negative response to the policy prescriptions.

Our survey was carried out in an authority which, over the last couple of years has been involved in a massive reorganization of its primary and secondary schools. Now, it does not need us to spell out the disruptive impact of this process on teachers. What is important is that the redeployment of staff and voluntary redundancies which accompany school closures, amalgamations, the setting up of "new" schools and so on has created a situation in which a number of heads find themselves not only in a new school, with unfamiliar staff and pupils, but also in an entirely new role. For instance, among our 24 "non-involved" heads, 17 had less than five years experience as heads and eight of them were in their first year. An even greater number were still coming to grips with the management of a new school: 12 were still in their first year as heads of their present school, 17 had been there less than three years.

Against this background, it is perhaps not surprising that they did not see the implementation of the L.E.A.'s policy as a priority. In fact, many believed that the encouragement to take up the policy put them in an invidious position. On the one hand, they needed to re-establish a semblance of normality in their schools after the turbulence of reorganization. This obviously involved getting acquainted with a new set of staff, pupils and parents. On the other hand, they were being encouraged, even cajoled into initiating innovative practices along multicultural lines at a time when low teacher morale, contraction and a lack of resources militated against such developments.

The tendency to distance themselves from multicultural matters was reinforced by other factors. We mentioned that these heads were in schools with few, if any, non-white pupils. On top

of this, we found that only three had any formal contact with the issues in their initial training courses. What is more, only one had any significant experience of teaching in an ethnically mixed school. All in all, then, we have a scenario in which these heads' contact with multicultural education is at best partial and indirect. Is it any wonder that they are not immediately receptive to the authority's policy? Most of them trained as teachers and entered the profession at a time when "the education of immigrant pupils" was debated, if at all, in terms of assimilation. That is, teachers were encouraged to ignore, even suppress ethnic and cultural differences in the classroom because these were seen to have the potential to inhibit assimilation. The legacy of this debate remains; heads in mainly white schools often do not see the relevance of multicultural education to their immediate situation and even if they do, they believe it to be politically inspired, divisive and contrary to the lessons they were taught in their formative years in the profession. To take multicultural education on board, let alone give it priority in the present climate, is asking a lot of these heads.

None of this is intended to absolve heads of their responsibility to promote multicultural or, as we would prefer, anti-racist education. But, if this new orthodoxy is to obtain a strong toehold in schools, then the L.E.A.s must play a far more active and orchestrating role than they are at present. First, the educational rationale for the development of multicultural/anti-racist theories must be clearly spelt out to heads and their staff, and this must be augmented to far greater specification for action. As we have shown, local authority officers are dealing with a clientele which is largely ignorant of the subtleties and nuances of the multicultural debate, let alone the most productive and appropriate strategies. Policies must, therefore, be much more specific. Finally, it is clear that a widespread in-service education programme is needed which will reinforce and develop heads' acquaintance with the relevant theories and strategies.

It is worrying to recall how many education authorities have been content simply to produce policies based on ill-defined, even ill-understood, principles for action. The danger is, of course, that these policies become a substitute for action: the destination rather than the launching pad for change. Without a major reformulation of the policies so that the educational justification for them is emphasized, they are likely to be worth less than the paper they are written on.

Barry Troyna and Wendy Ball are members of the SSRC Research Unit on Ethnic Relations at the University of Aston, Birmingham.



It's Top of the Form!

Nick Baker finds out why the long-running radio school quiz refuses to be dragged into the eighties.

Paraphrase this line to make it into a recognizable famous quotation: "Let's go back to the hole we made in the wall, mates..." A clue: William Shakespeare. "Once more unto the..." you've got it. It's a typical *Top of the Form* style question - demanding, but in a playful sort of way.

Top of the Form, the knowledge quiz for schools is in its 36th series on Radio 4. It seems incredible that its oldest ex-panellists are now in their early fifties. Yet there's still a queue of hopeful schools whose pupils are ready and eager to subtract the number of legs of a spider from the number of legs of a rugby league team.

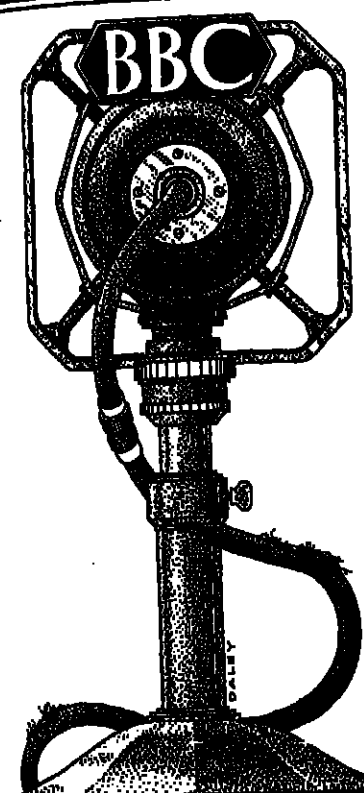
Emmbrook School, in the Berkshire town of Wokingham is one such. There, competition is part of school life, with inter-house music, chess, drama and quizzes on offer. Emmbrook, a secondary modern turned comprehensive also engages in an unofficial competition with other local schools - for the highest number of university (particularly Oxbridge) places. To Mrs Merle Corbett, head of house and official quiz team manager and coach, *Top of the Form* is a deadly serious business. She trains her team, Sarah Lowe, age 12, Katharine James, 13, Jameson Wooders, 16 and captain David Bryant, 17, twice a week, exercising on a stack of quiz books and newspapers to keep the current affairs muscles in trim. The team, two of whom are local quiz veterans, listen avidly to the other heads, identifying opposite number teams' weaknesses and strengths.

On the day of the semi-final, there is a definite sense of occasion. Production team, quizmaster Paddy Feeny, senior staff and chairman of the school governors enjoy a good lunch in the Headmaster's room. All morning the BBC technical team have been rigging sound gear and establishing the post office land line link to Selkirk High School in Scotland. Opposing teams will meet face to face where the schools are near enough to each other to do so. Feeny takes "his" team aside for a short briefing to try and put them at their ease. He refers to them from time to time as "my darlings".

The team is led ceremoniously on to the stage in the school hall. The audience of 600 lower school pupils applaud spontaneously. Producer Paul Mayhew Archer "warms up" the audience with jokes about putting ten pence into the meter to keep the lines open to Selkirk. Instructions about where and when to applaud and finally an introduction to the genial Paddy Feeny. There's a brief lull while we wait for quiz master Tim Gudgeon and Selkirk High School to come on line from Scotland. During the pause, I ask members of the audience what they know about *Top of the Form*. Not very much, is the answer. Hardly anybody listened to it before the school entered and fought their way to today's semi-final. In fact hardly any of them listen to Radio 4 at all. "My mum and dad do," says one, with a faint tone of disapproval. However, they're all very willing to exchange for an afternoon out of lessons to give deafeningly loud moral support to their school-mates on stage.

Feeny suddenly performs an impromptu soft-shuffle, finger on lips, to call for quiet. Selkirk gets it immediately. Everything is ready. Selkirk is on line. Feeny and Gudgeon have a brief dialogue about the weather, the teams are introduced to each other, there is a short rehearsal round of questions in which Emmbrook gain the psychological advantage by winning convincingly. Then battle commences.

Top of the Form, like much of Radio 4 light entertainment is idiosyncratic. Almost all of it



1.5 million listeners are middle-aged and despite efforts to drag it into the 1980s, the format remains largely unchanged. The signature tune is now Emerson Lake and Palmer's *Fanfare for the Common Man*. Gone is that evocatively bouncy march tune. Gone too is the practice of giving three cheers to the other side after the contest. Biting became audible. The questions too have been updated, with more emphasis on current affairs and problem-solving, rather than knowledge of historical dates and capital cities. Apart from that, it's still the clashing of team-brains, with questions graded according to the age of the panellists.

The questions, set by two teachers and by Feeny himself are a mix of the blindingly easy and the horrifyingly difficult, carefully matched for impartiality. Who wrote *The Winds of War*? Spell "aubergine". What is 14 per cent of 350? What is the name of the lead singer in pop group Duran Duran? The teams are played an excerpt from Tony Hancock's *The Radio Ham*. The audience don't find it funny, but it doesn't matter because the recording comes complete with studio laughter. Questions are asked about the excerpt. There's a round in which teams are asked to name all the descendants of the Queen Mother and George VI. Between rounds, the scores are announced. As Emmbrook go into the lead, the audience set their cheer controls to "Wembley Cup Final" strength.

As the penultimate round ends, Emmbrook's victory is more or less assured. Coach Corbett, who has been nervously patrolling the audience, notebook in hand, raises a clenched fist in silent acknowledgment of her team's victory. Emmbrook's triumphant team, flushed with success, have tea in the headmaster's study. Young Sarah Lowe curses herself for not knowing Barbara Woodhouse's Christian name. Both girls seem very jittery. The boys are still stern and unsmiling. Team Captain David Bryant, one of those 17 going on 46-year-olds says that in the end he was glad to have sat his Cambridge entrance examination that morning. It kept his mind off the afternoon's contest. The team agree that they hadn't played their best. They say they'll have to do better in the final.

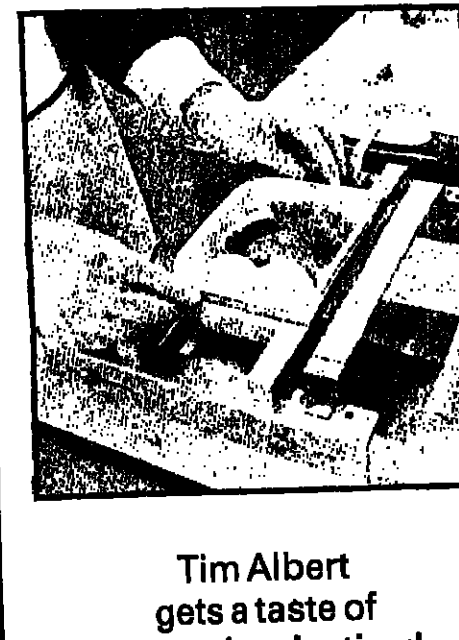
Afterwards, Feeny recounts the horror stories of previous contests - of white gloved public school girls being berated by their headmistress for applauding too loudly, of a school for the blind being asked spelling questions and of tough East Enders, all boys, losing a match because of a round on wild flowers. Generally, losing teams take defeat in their stride, but sometimes their teachers complain vigorously about unfairness, in one or two cases actually demanding a re-recording.

But what's the appeal of *Top of the Form*? "It's nothing to do with education," explains Producer Paul Mayhew-Archer, a former teacher. "Kids don't like it because they think that the contestants are swots. Adults like it because it gives them a chance to marvel or to criticize." Popular complaints are about the poor standard of mathematics and the inclusion of pop music questions, but Paul Mayhew-Archer also receives letters praising the standard of teams' general knowledge.

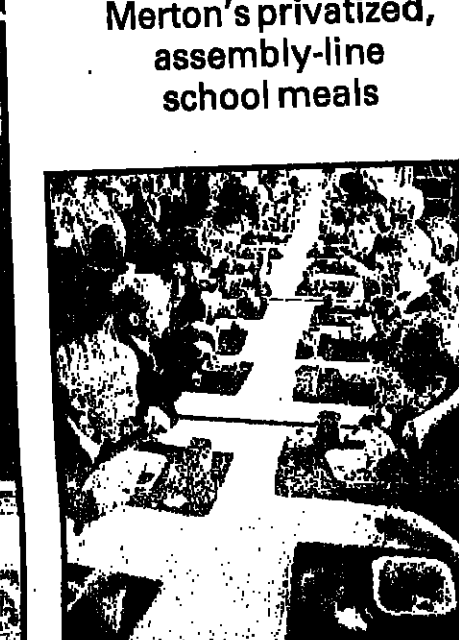
There's a range of quiz programmes to choose from on Radio 4, from the impenetrable *Brain of Britain* Quiz to the more accessible *Brain of Britain*. But not everybody is a genius. Perhaps *Top of the Form* is popular among adults simply because the questions are easy: "A gee-gee, a gee-gee, did exchange all my realm for a gee-gee."

The meals are prepared each day in the centralized kitchen. Most of the ingredients are prepared and cooked outside, and then brought

Let them eat cake



Tim Albert gets a taste of Merton's privatized, assembly-line school meals



Under the eerie light of an ultra-violet fly catcher, the two groups of women worked fast. Each dressed in white and green overalls, and wearing a nylon net cap, they are an efficient, and almost soulless, system: one putting a slice of pre-cut chicken pie into a cardboard dish, the second scooping in two dollops of mashed potato, the third a generous spoonful of diced carrots, and the fourth and fifth covering the food with cellophane.

This assembly line, which is operated by three teams of 10 women working two-hour shifts, provides 4,000 prepacked and privatized meals for 59 primary, middle and special schools in the London borough of Merton. The women are at the heart of an experiment that is being closely watched by supporters and critics alike, but which so far seems to offer the children of the borough a rather better service than they were getting this time last year.

In the spring, Merton council decided to save some £400,000 by no longer providing food for its schoolchildren, apart from those entitled to free school meals. A number of commercial firms were interested in taking over the service, but the only one that was able to offer a start this autumn was Sutcliffe Catering, the largest independent caterers in the country with a turnover last year of £80m.

Within 10 weeks they had spent a total of £84,000 on refurbishing and re-equipping one of the borough's kitchens, and had engaged a staff of 255 - nearly all part-timers and nearly all from Merton's now redundant workforce of 450. Apart from the use of the kitchen and some existing equipment, all the company now receives from Merton is reimbursement for the "free" school meals.

"We are not going to become millionaires but it is going to bring a sensible return," says Mr Nick Matheson, Sutcliffe's general manager in charge of special projects. "We are producing meals at a lower cost because we are using mass production, more I hate using that term. We are spending though on the actual food than the manpower cost. What we are saving on is the manpower cost, because it's all done centrally rather than in the schools."

The meals are prepared each day in the centralized kitchen. Most of the ingredients are prepared and cooked outside, and then brought

been "assembled" they are taken to a specially installed chiller. Once suitably chilled, they are packed in polystyrene containers and stored at the kitchens overnight. The next day they are delivered to the schools by Merton staff, where they are stored in special freezers. On the third day they are taken out, reheated and eaten. Each meal costs 57p - 2p more than at the end of last year.

While the women at the kitchen were assembling the chicken pie lunch, two workers at Tudor primary school were laying out on little red trays a hot meal of scotch egg, new potatoes and tomatoes (or a cold quiche) plus chocolate cake for 64 of the school's 352 pupils. The food did have the unmistakable look and taste of mass production, but on the whole the children seemed happy, and there was no excessive waste.

Mrs Anne Cattoor, head of the school, said that the number of children taking school meals had dropped from 300 to about 30 in the past five years because the council's spending cuts had begun to affect the quality of the food. "The new system is a great improvement over that - though when I first came the food was super. We had a cook caterer who used to do things especially for the children, like traffic light biscuits and ducks with marshmallow tails. You can't possibly do that any more - but at least now there is less waste, and more children taking the meal."

As well as the tray lunches, Sutcliffe also provides a cash cafeteria service for 15 middle and high schools in the borough. At St Catherine's Roman Catholic middle school, a smell of grease hangs over the improvised counter set up in front of the school kitchen. On it is a line of mainly "junk" food: pies, pizzas, pasties, hamburgers, hot dogs, chips, baked beans, crisps, chocolate bars and biscuits, and soft drinks. Behind, and rather hidden away, was a small number of salad rolls in white bread.

However, it was what the children liked, and the typical meal - of hamburger, chips, peanut biscuit and lemonade - cost a reasonable 70p (those entitled to free meals got a voucher to the value of 57p).

"In an ideal world I would like to see the children eating a balanced two course meal," says Mr James Murphy, the head. "But the children weren't eating them - I used to be horrified by the waste." Mrs Anne Cattoor, catering man-

ager at the school and for nine years a cook at another of the borough's schools, said she liked the new system because the children liked it. "It's better for them to eat something they like rather than put something on their plate which they don't like and which we end up giving to the pigs."

Of course, privatized school meals are politically controversial at the moment, and not surprisingly the Sutcliffe operation has attracted considerable criticism. In the early days some of the meals arrived late: children in one school were fed only an hour before going home, and in another one the driver made a mistake and delivered no food at all. Parents have also complained that the meals are served in cardboard rather than the proposed tin foil, that they are frequently cold, and that the portions are too large for the smaller children and too small for the larger children.

Mr Matheson argues that the company had only 10 weeks to prepare its operation, and that, had it not stepped in, Merton's schoolchildren would not have been fed at all. He says that the transport problem has now been solved by installing refrigeration in each school (at a total cost of £28,000) so that meals can be delivered to schools one day in advance. The metal foil containers were replaced with the cardboard ones because it was felt that they could be dangerous because they retained the heat. Ovens were being replaced, and more filling puddings such as pies and cakes have been introduced. "Things are not only working but working very well", he says, "though there are still improvements we would like to make."

He is, for instance, far from happy with the cash cafeteria system. "We are trying to find some acceptable alternative for children rather than this. Personally I would like to offer a range of hot meals - and maybe a choice of two or three courses with a balanced choice of sweets and starters. For 80p we could do a really good meal. But it does depend on what the customers want: whenever you provide freedom of choice, you have to let people make the wrong choice."

Mr Richard Davies, director of education at Merton, is so far content with the Sutcliffe operation. "It's very acceptable. Given the fact that Sutcliffe's are the sort of people who are prepared to discuss the listen to constructive criticism, and prepared to adapt, then given time I think it could be a very acceptable solution."

REVIEW

BEHAVIOUR DETERMINES FATE

Mike Leigh is an original and important force in British theatre.
Mike Newell offers an appreciation of his work

The Improvised Play, The Works of Mike Leigh.
An account by Paul Clements.
Methuen Theatre £3.50. 0 413 50440 9.

Mike Leigh is a mysterious figure in British theatre and cinema. He is perceived as part lugubrious imp, part gimlet-eyed satirist who belongs to no recognizable group of contemporary writers or directors. We know he doesn't write in the conventional sense; we know he claims to be neither a director, nor interested in directing. Wild stories of his methods abound - his rehearsals last for months (how does he manage to keep the actors busy?) and regularly take place on the streets among an unsuspecting public.

His work is based on improvisation yet what one sees on stage or screen is obviously tightly plotted narrative. Even the tone of his works varies extravagantly from the energetic, farcical caricature of *Goose Pimples* to the grinding bleakness of *Ecstasy*. One factor is common to all his work - the acting is always startlingly good, the characterizations uniformly deep and complex. Yet no one is really sure how he does it and no critical consensus has yet been arrived at for his work. Paul Clements' book first provides a demystifying description of Leigh's methods and techniques and then offers observations on the themes which spring from these methods. Both parts of the book are fascinatingly detailed and persuasive.

Clements is not concerned merely to offer a make-your-own-Mike-Leigh-play kit. The historical content of Leigh's early experience is carefully

laid out. Most mainstream theatre and the teaching of acting had become sterile by the end of the fifties. When Leigh arrived at RADA in 1960 "acting was explored from a philosophical basis which saw it only in relation to itself". And yet the student would be aware of the intensity which new writing and acting related to the real world outside theatrical artifice. When Leigh put on at RADA a student-initiated production of *The Caretaker* with a real garden shed reassembled on stage as a set, "the wallowing glory of putting on a play right in the middle of RADA about an arse-scratching tramp and two other blokes in a grotty room" met inevitably with a cold response. But it set Leigh on a course which Paul Clements charts with a growing sense of excitement. As Leigh works his way through his early productions, searching for the techniques which will deliver a really precise instrument into his hands with which to uncover the aspects of contemporary life he senses to be important, one feels one is reading a detective story. Not only does Leigh have to invent the microscope, he has also to discover the crime on which the instrument will be focused. Apart from any other values, this book is a gripping description of an artist coming into being, constantly advancing beyond known boundaries and tried methods to the point where technique and perception fuse.

Bleak Moments (1979) is the first rounded achievement of both Leigh's methods and his idiosyncratic view of the world. Charles Marowitz dismissed the piece as "naïve slice-of-life naturalism" which had no place "in the post-Artaudian age". But charity would argue that the late sixties



was, for a lot of theatre, a time of heroic gestures drawn from simple political convictions. Perhaps Leigh and the times were out of step with one another.

The next section of the book is a very detailed description of Leigh's working methods. As such, it is at the least a vital primer for techniques of stage-and-film-craft that no director, actor or writer can afford to be without. I found much of it a revelation. But Paul Clements is concerned with more than describing a technique. He gives a vivid account of the rigorous discipline with which Leigh applies his principles. Neither Leigh nor his actors are ever allowed short cuts to the reality of a character. The discovery by each actor of his character (remember, Leigh starts his play-making process with absolutely no pre-conceived notions of the form or tone of the finished piece) is a process rigorously governed in order that an immensely detailed portrait is achieved.

The discovery of a character will take weeks of research, discussion and improvisation all based on the observation of real people. Leigh is as disciplined with his own part of the process. Not until characters are formed does he allow himself to begin the process of controlled interaction and selection that will end with a tightly plotted narrative. The temptations for him to nudge the work along predetermined paths must be huge. And his method is risky - he can never know at the beginning if the play is going to work or not. There isn't the safety net of a script. He must spend long stretches of his working life in acute anxiety.

Yet what emerges from this process is remarkable precisely because Leigh's disciplines are so rigorous. The actor has become not merely the mouthpiece for an author but a full partner in the creative process: his character is built from his own observation of the real world. So Leigh achieves an extraordinary lamination of levels of realism which one realizes is the subject of a play. He can't be condemned for his slice-of-life. The fact that his plays and films all take place on a small canvas, that his themes are unheroic, that the transcendental is eschewed in favour of minute observation of ordinary people in banal situations is not because Leigh's perception is limited by his method. He has evolved his method to serve his conviction that "behaviour determines fate", that the general proceeds from the particular.

Paul Clements never loses sight of this dialectic in his minute description of the making of a Mike Leigh play. He goes on in the third section of the book to offer proof of his account in a close analysis of the themes and recurring values of the finished works. Clements' view is that Leigh's unwavering pursuit of the real, in all senses of the word, makes him one of the few artists working today who can cope with the complexity, the unheroicness of the times. Mike Leigh is the inheritor of Thoreau's observation that "the mass of men lead lives of quiet desperation". Paul Clements describes not only how Leigh has become the poet of this view. He shows how necessary such a voice is in today's world of brutalized inarticulacy.

many of the writers know. "You were just a screen for me to have mad daughterly fantasies about; for me to act out all my frustrated rages and passions and Joan of Arc and Mother Teresa roles." But there are special daughter-father themes too: especially the demand that the father be invulnerable and heroic, something that close prosaic physicality perhaps makes inappropriate for mothers. Several women describe with a kind of amazement the growing-up moment when they began to perceive that their fathers were vulnerable: after describing a beloved but impossibly authoritarian father, Sara Maitland records her astonishment when friends laughed about his fear of his mother. Frightened of his mother?

Another theme in several of the essays is the feeling that fathers teach independence but then won't have it used against themselves, that they want both a cheeky male daughter and a submissive miniature woman. Some of the writers ascribe this to the "patriarchal" social set-up and others to masculine psychology; perhaps it is neither, but rather a particular kind of paternal double-bind which one might expect to find in the backgrounds of articulate feminists. We all know backgrounds of articulate feminists. We all know backgrounds of paternal double-bind exerted about the Laingian type of double-bind exerted by mothers on sons; perhaps more attention should be paid to father-daughter ones. Some of the women who write of this dilemma seem at my rate to have weathered it with great generosity. "I love my father so dearly. I regret it's taken me so long to recognize and accept my need for him. My relationship with him has helped make me who I am. How could I regret it? I might as well chop my foot off."

All the same, some blind spots implicit in a particular feminist stance do come to light. "Where will we find the powerful mother?" complains one writer; well, all over the place, in fact. There is not a weak, henpecked father in the book. "Our fathers sat stiffly in armchairs, clutching newspapers to protect themselves from female invasion. What was it they feared?" asks another; the general awfulness of family life and of other people, probably, a feeling common to both sexes. The same writer urges that men's roles should be partly defined by women, as women's are by men; every word of the book shows that they are. Role-making is a reciprocal process.



"She half repented of interrupting him. But he welcomed her pleasantly." time to time one feels wouldn't this or that apply to a son too? Don't mothers also do that or this? Wasn't this a special family? But there is a wealth of ideas to think about, and lesson number two might be that fathering a daughter may be a hellish thing; some of the fathers here, it seems, couldn't win - but then that was how the daughters felt, too. The official view of the task, summed up in one of the quotations that are interspersed among the essays, is that "Fathers... must be able to make themselves available as a heterosexual love object and to offer affection without being seduced by their daughters' fantasies or seducing them with their own". Quite a tricky little number. Daughters' feelings here range from Angela Carter's amused and solid approval, through

Belonging to daddy

By Rosemary Dinnage

Fathers: Reflections by Daughters. Edited by Ursula Owen.
Virago £3.50. 0 80068 394 X.

This is a moving and honest book - by no means devoted to the axe-grinding that one might associate with its publisher - but one must make the preliminary reservation that it has a bias; the 19 women who write here tend to have a preoccupation with strong, difficult fathers, so women who are more indifferent to them or more preoccupied with the mother-daughter relationship are obviously not represented. The titles of some of the essays - "Sugar Daddy", "Heavenly Father", "An Obsession Revisited", "A Legendary Hero" - reinforce this impression. The editor has had the excellent idea of including a family snapshot of father and daughter in each case, and nothing is more striking than the comparison between the Colossus described in the text and the ordinaryish chap visible in the blurred photo. The first lesson of the book is the tremendousness of the parental figure in the imagination.

Whether one can draw firm conclusions about the specifics of the father-daughter relationship is less certain. Many of the contributors are extraordinarily searching and articulate, but from

ARTS

Circling round a void

The Great Palace. By Christopher Jones.
BBC, Thursdays.

"The landing on the moon... a cross between a cathedral and a university" was how the Houses of Parliament appeared to Joe Ashton MP when he first arrived from a Northern mining town.

There is more than a touch of that nature about this series by the BBC's political correspondent, Christopher Jones, which has been rolling majestically across our screens for six weeks. There is, for instance, an awful lot of Elgar and, when it isn't him, it tends to be trumpets or organ music. The commentary is spoken by Anthony Quayle in tones of hushed reverence. Nobody asks rude questions. This is old Amity at her most characteristic, providing information in easily-managed dollops with plenty of human interest to help it down.

It looks wonderful, of course. Thanks to Augustus Welby Pugin (how Mr Quayle loves rolling those syllables round his mouth!) there is a great deal of architectural splendour at which to gawp. There are old-fashioned costumes and silly customs at which to giggle. But, instead of being an invisible fly on the wall, the viewer feels like an embarrassing intruder for whom everyone is on best behaviour. A bonhomous Tory MP, stalling into the members' cloakroom, is asked, "another busy day?" and replies dutifully "another busy day" before marching off to another staged encounter in front of a notice board. Some scenes like this are inevitable in what must have been a heavily vetted programme, but so many?

Attempts to lend grandeur the human touch also seem rather self-conscious. The royal pageantry of the State Opening of Parliament was interspersed with shots of "Frank and Danny" on the roof unfurling the flag. Cleaning ladies - endless cleaning ladies - discuss D.D.s. Officers (parliamentary administrators) are seen chatting up the ranks - the doormen and messengers.



A model of the Norman Palace at Westminster

Thank God, then, for the light relief provided by natural stars. For the irrepressible battiness of Enoch Powell, for instance. "You shouldn't be here" he admonished the interviewer and film crew as they cornered him in his "office" - a table in the Commons library. "We don't allow strangers in the library." Mr Powell shuns the telephone and the filing cabinet ("horrible!"), writes letters with a quill pen, shudders every time the going on the TV announcer tells him the speaker in the chamber has changed ("ping pong" - just as if we were an international airport).

Or Gwyneth Dunwoody, with her lively, off-the-cuff remarks about the perils of being a woman MP, such as barging into the gents' loo by mistake because it was marked "Members" and that does not include lady members. Or Superham himself, the former Speaker George Thomas, who can carry off remarks like: "Here, a handful of air is like a handful of British history" as he fondles the Speaker's chair and gazes rapily into the middle distance. Appearing at a party given in his palatial rooms for the departing Lord Denning. It must be a very good party as it's been going on now for some five episodes. But why was Penelope Keith invited.

Biddy Passmore

Talent plotting

Hot Tip, Four New Plays by Young Writers.
Royal Court Theatre Upstairs

Anyone can write a play, they say. Indeed they can, and most of them seem to be doing it already. The trouble is - and the first programme of *Hot Tip: Four New Plays by Young Writers* currently at the Royal Court Theatre Upstairs demonstrates it brutally - neither the talent for writing plot nor a good ear for dialogue is universal. You either have them or you don't. A good playwright, of course, has both in abundance. 22-year-old Gloria Hamilton at least has a shrewd ear for the way people talk. Her play *Mercy*, set in Grenada during the last days of Eric Gairy's brutal rule in 1979, contains several vivid exchanges, notably between the elderly Mercy herself and Joseph her grandson, newly returned to the Caribbean from London. There is a great deal more too, but most of it passed me by for with the exception of Joseph (and even he succumbed towards the end) the all-black company rapped in a largely incomprehensible patois. From occasional verse monologues, how-ever, I gathered the piece was about the awakening revolutionary conscience of Mercy's family: certainly her Sonny ended up as a rifle-waving member of the radical New Jewel Movement.

Hospital, by Tony Newton, trod more familiar ground. A nasty, morbid play about nasty, morbid and self-centred people, it was a study of the breakdown of a working-class marriage from the first "Don't, Paul, I'm raged" to the final divorce. Contracted in haste (she was pregnant), it expired at leisure. While husband Paul lay paralysed in hospital after a road

accident, Julia was playing around with, and then getting very serious over, his best friend Terry. She ends up expediting his baby.

Hardly an original scenario, but it was well constructed and economically expounded - except for the dialogue. Sadly, whole scenes seemed to have been lifted from a particularly naïf soap opera. At the end of a full-scale debate on abortion, Julia's best friend told her, "You've just got to decide whether it's Paul or Terry" and paused meaningfully. Made to black, I thought, here come the ads.

Hugh David

Hot Tip continues at the Royal Court Theatre Upstairs until December 17. This week too further plays, Believe it or Not by Dawn Scott and Role Play by Yazmina Judd, join Mercy and Hospital in repertoire.

Right royal entrance

The Crucible.
Jesus College, Cambridge.

It was of course just an ordinary student production of Arthur Miller's *The Crucible*, except that one of the cast was HRH Prince Edward, now a undergraduate at Jesus College, Cambridge. The town (and indeed the national press) had been full of stories and hints that the production had been beset by tantrums and that "Prinny" (as he seems to be known) was, shall we say, not very good.

Consequently there was a certain amount of expectation in the college chapel (where the play was performed) that the royal entrance was awaited by a host of critics, reporters and

rather more representatives of the press and broadcasting than usually attend a Cambridge first night. On realizing that the Prince would not appear until Act 3, one immediately began to feel sorry for the rest of the cast. It seemed like the formulation of a new theatrical law: "Never act with princes of the realm, especially if they are not on for an hour and a half."

Such sympathy was soon dispelled by the acting which, to put it charitably, was ham-fisted. A actor after actor adopted "funny walks" for older characters and many resorted to gestures and poses straight out of *The Art of Coarse Acting*. Some relief came from Chris Rancey as the Reverend John Hale and from Catherine Williams as Elizabeth Proctor, both of whom

understand their roles and to have some knowledge of the rudiments of acting.

Then, after the interval, came the moment. What would he be like? In fact, he was very good by any standards. He has a professionally trained voice and he moved with a dignity and grace. He moved with the authority of a deputy-governor (but then he would, wouldn't he?). Jokes aside, there is no doubt that he can act and act well: he knows how to let the lines do their work and how to react. Indeed, if the rest of the cast had any serious doubts about acting with royals, he might have future doubts about acting with amateurs.

David Self

Grand passion

Eugene Onegin. Opera by Tchaikovsky based on the novel by Pushkin.
Royal Academy of Music, December 2.

The small-scale amateur opera production may well win out over the grander professional one in terms of greater intimacy and closer audience involvement with the characters on stage. In Friday's performance of this most human of operas, passions certainly ran high; Tatyana (Derya Edwards) seemed to grow into her role as more was demanded of her. As the naïve country girl who falls for the sophisticated Onegin, friend of her sister's fiancé Lensky, she simpered uneasily; but in the famous letter scene (said to have given Tchaikovsky the inspiration for his own disastrous marriage) she blossomed, and in the final moments of the opera was positively triumphant, rejecting Onegin's fabled declarations of love with all the determination of a modern woman.

Onegin himself (David Barrell) was perhaps a little too odious from the start; Tatyana was so obviously shocked by his urbane cynicism that it is hard to imagine how she could ever have been attracted to him. In the hall scene, where he deliberately causes a rift between Olga and Lensky, he played the Don Juan so callously that I could not feel sympathy at his subsequent remorse on the death of his

friend, or believe there was anything genuine about his feelings for Tatyana in the closing scenes. Peter Bronder was a dignified Lensky and his lyric tenor voice contrasted pleasantly with the other male principal, Prince Gremin (Brindley Sherratt), who received warm applause for his bass aria in which he lectures Onegin on the value of human relationships.

Eugene Onegin also has much to say about contemporary social questions such as the contrast between town and country life. Producer Nicholas Hytner introduced some apt details: Olga lying in the leaves while Lensky serenades her; Madame Larina confining Tatyana's birthday poem from the party horse. The hall scenes proved a problem for the small stage, but the darkly shimmering set (a series of doors) and the subtle lighting worked surprisingly well in conveying the scene changes from garden to bedroom to ballroom, seeming to emphasize the shades of dark and light in the characters. This was also reinforced by the orchestra's sympathetic rendering of Tchaikovsky's score, which combines the Russian folk idiom with stylish lyricism, dominated by the poignant four-note "fate" theme. A deeply-felt, emotional performance by a young cast, this production brought a fresh approach and new insight to a nineteenth-century classic.

Philippa Davidson

Among this week's contributors:

Robin Buss is lecturer in French at Woolwich College of Further Education.
HT Dickinson is Professor of History at Edinburgh University.

Mike Newell directed the first of David Lealand's four films about education, broadcast by Central Television in July.
Gillian Peel is Fellow and Tutor in Politics at Lady Margaret Hall, Oxford.

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ARTS

Soft-lit corners of the past

Robin Buss at the London Film Festival

27th London Film Festival
November 17-December 4.

There is a whole generation for which the cinema is, in essence, television away from home, with the added inconvenience of admission charges and no choice of programme once you have paid them. There are countries where cinema still plays an important part in cultural and social life (and the London Film Festival gives British audiences a unique opportunity to see their films), but in the West we need to be actively convinced that it will offer an experience different from the box.

This may explain the otherwise surprising success of the Thames Silents. Since 1980 (with *Napoleon*), Thames Television has sponsored an annual revival of silent films as part of the LFF, which this year took the form of a tribute to Lillian Gish. Shown at the correct speed on a large screen with full orchestral accompaniment and scores specially commissioned from Carl Davis, *Broken Blossoms* and *The Wind* helped to correct misconceptions about silent film that television has mainly reinforced. They were not jerky, comic or over-acted. *The Wind*, in particular, gave support to those who argue that silent film, properly presented, is the most aesthetically satisfying use of the medium, and the presence at the Dominion Theatre of Lillian Gish who received a well-deserved standing ovation, added to the sense of occasion. Those who went could feel entitled to ask: "Were you there?", instead of just "Did you see...?"

Television is a reality, however, and British film-makers cannot afford to be disrespectful towards it. The reappearance (alternatively described as the rebirth, revival or renaissance) of the British cinema owes practically everything to television and notably to Channel Four. When the LFF can find 18 British films made during the preceding year (excluding shorts and work already featured at other festivals), even a sceptic has to admit that things are looking up in the British film industry. His next question would be more difficult to answer.

Let me tell you a story. It is the early fifties and an Irish schoolgirl has fallen in love with a solicitor who seduces her, then breaks it off when he decides that he cannot abandon his wife. Or another, set this time in the Twenties: young divorcee meets upper-class gent and has abortion, but ends their affair when he reveals that his wife is pregnant and he cannot leave her. Is the plot starting to sound familiar? If not, try the Belgian version. Aging Italian beau meets young pianist, seduces her, then reveals that she is only one of many mistresses; the affair is reflected against the relationship of a young film director and a woman writer whose story, perhaps, this is.

What is remarkable about the three films (*The Country Girls*, *The Weather in the Streets* and *Benvenuto*), is not



Lillian Gish in "The Wind"

that they are directed by men and taken from novels by women, or even the coincidence of their themes, with younger women willingly allowing themselves to be seduced by socially superior older men who quite unexpectedly turn out to be shits, but their hedonistic exploitation of the past. All three are beautifully photographed and directed and thoroughly enthralling to watch. Part of the pleasure, however, comes from their meticulous evocation of another time, and usually, another place, and after a while this urge becomes suspect. According to the producer of the Canadian film *The Grey Fox*, a charming tale of a latter-day stagecoach robber, the gun used was the actual one that belonged to its real-life hero, Bill Milner. Who was to know? Who cares? No matter: the cult object was there and miraculously allowed the camera to take possession of another era.

So it goes on. In her programme note to *One of Ourselves*, Helen Lovridge describes it as "an affectionate and beautifully observed look at

daily life and morals in early-1950s Ireland", while *Those Glory, Glory Days* indulged in unabashed nostalgia and even *Salmon*, *Year of the Cat* played out a story which was starting to find familiar (sensitive English-woman abandoned by CIA agent) against the background of the fall of Saigon. Perhaps a film like Mike Leigh's *Meantime* (reviewed in the TES last week by Lynne Truss) suggests good reasons for wanting to escape from contemporary Britain, but the craving for the past and the illusion that it can somehow be captured through film by means of an exemplary plot and studious art direction, while not peculiar to the "reborn" British cinema, is starting to look like one of its motivations.

Directors do find it easier to sell their sponsors a book rather than just an idea or an original screenplay, but this is not the whole story. In *Boat People*, the Hongkong director Ann Hui looked at Vietnam after the Communist take-over through the eyes of a Japanese photographer sympathetic to the new regime, but forced

to revise his political beliefs when they come into contact with reality. It said more about the injuries inflicted on the country by colonial rule than *Salmon*, *Year of the Cat*, more economically, and with less self-indulgence. It was not about the colonial past, but about the more urgent problem of decolonization (which the French director Chris Marker approached in *Sun-ness* in the oblique way which may be the only one available to a Western observer). To describe *Boat People* as "controversial" was to point to the deficiency in much of contemporary Western cinema and in the role we accord to film culture. If what we expect from it is mainly wry humour, or an affectionate and beautifully observed recreation of the past. While congratulating ourselves on its survival, we may also recognize that the New British Cinema is something of an autistic child, only fitfully in contact with the world beyond its cradle.

While the LFF offers the chance to preview the best of Western cinema, this is not its only (or perhaps its main) function. The British films will reach their widest audience through television, the Truffaut, Godard, Resnais, Coppola, Lumet and others will find their way to the cinema, the "missing" Hitchcocks (five key works, not shown for twenty years, from what one might call his late middle period) are being distributed again. But what about the four films from China, or those from Indonesia, Sri Lanka or Taiwan? Even among the European entries, there were some, like the Hungarian film *The Princess*, which can hope at best to return on television in one of those late-night world cinema series. A first feature by the director Pál Erdős, with a non-professional cast, this told what might have been yet another variant on the theme of the young girl victim of a male-dominated society; but, with its semi-documentary technique (also illustrating the virtues of black-and-white photography), it was unlikely to leave audiences either London or Budapest with the idea that it belonged to some soft-lit corner of the past.

The LFF toured to 11 cities outside London started on November 21 and is still visiting Edinburgh, Leicester, Newcastle, Bradford and Cambridge with films including *Can She Bake a Cherry Pie?* (USA), *Market Place* (India), *The Makikoka Sisters* (Japan), *All the King's Men* (Taiwan) and *Lizzie Borden's* political fantasy *Born in Flames* (USA). The last of these, set in the United States after a social-democratic revolution, has a message about the status of women under Socialist regimes (namely, that it is largely unchanged – the Hungarian film seems to confirm), but was just as interesting for what it implied about the pervasive influence of television in Western societies. At times, we must all have that urge to curl up in our coats and dream soft-focused dreams with full orchestral accompaniment.

Directors do find it easier to sell their sponsors a book rather than just an idea or an original screenplay, but this is not the whole story. In *Boat People*, the Hongkong director Ann Hui looked at Vietnam after the Communist take-over through the eyes of a Japanese photographer sympathetic to the new regime, but forced

Outcast of the islands

It was fitting that one of the most accomplished offerings at the London Film Festival should be a 60-minute television play, and it was fitting that this play should mark the return of television, after a 23-year gap, of one of Britain's most accomplished film directors.

In *An Englishman Abroad* (shown on BBC1 last week) Alan Bennett chronicles the encounter between Coral Browne and Guy Burgess on the occasion of the Old Vic visit to Russia in 1958. Miss Browne, who supplied Bennett with the basic facts on which this poignant episode is based, plays herself, while Alan Bates plays the celebrated defector with apparently remarkable fidelity to the historical original. Pressing Dundee into service for Moscow, John Schlesinger directs.

The result is a notable interaction between skills and subject matter. Britain's subtlest dramatic miniaturist grapples with a theme at once intimately personal and luridly public. Alan Bates infuses his part with a moving blend of mischief, vanity and self-pity, an outcast of the islands in a mist of misadventure, a secret life in a secret place. The other party to the collision, forthright and impulsive, acts as a reflecting device for the playwright's thoughts about the contradictory nature of Burgess's crime: these thoughts, mostly beneath the dancing surface of the script rather than visible on it, form the backbone of the play.

It is ironically at its own climax that this delicately poised exercise nearly comes to grief as Coral Browne berates Burgess's erstwhile shirmer for refusing to take his order.

Bennett prefaces the published version of the script, *Objects of Affection* (BBC Publications £5.75), with a discussion of his own ambivalent feelings about patriotism and about treason, its reverse. He understands how a "fastidious stepping aside" from the former "could be an element in the make-up of characters as different as Burgess and Blunt". Betrayal, he says, is an active living-out of an ironic attitude towards one's country and one's heritage. Burgess, he implies, was relatively harmless: he turned political more or less by accident and that a different nudge by fate might have turned it in a purely artistic direction. Miss Browne berates the shirmer for having been servile towards Burgess the famous bugger and for then joining in the public persecution. Schlesinger's direction seems to presume that the audience will sympathize with her as it has with her earlier, "balancing" outburst at Burgess himself. But author and director presume too much: this implicit equation is the Achilles heel of the play, as it is of the performance.

Michael Church

Norse Poems. Translated by W.H. Auden and Paul Taylor. Faber £4.50. 571 13028 3. Translating Old Icelandic is no joke. For one thing, the nearest you get to anything funny are lines like:

It is always better to be alive.
The living can keep a cow...
for another thing the extreme austerity and abruptness in these often violent poems makes their transference into other speech patterns difficult to achieve naturally. This effort by W.H. Auden – tidied up by Paul Taylor – is justly famous for its qualities of sound and rhythm; nevertheless, as with English versions of Chinese poetry, you have to attune your ear sympathetically to various inextricable oddities, else you may find that it actually is a joke after all.

Brian Alderson

Next week
Hugh David on the politics and economics of fringe theatre in London; Robin Buss reviews *The Day After*.

Ann FitzGerald

BOOKS

Tinkering with the system

Consequences of Party Reform. By Nelson W. Polsby.
Oxford University Press £14.00. 0 19 50234 9.

Many of the current problems of the British Labour Party can be attributed to its desire to acquire a mysterious substance known in the political trade as internal democracy. The quest for this elusive across the Atlantic has rendered the Democratic Party equally unmanageable over the past 15 years but it has also, as Nelson Polsby's social new book shows, had additional consequences for the whole American political system. For, as Polsby argues, the reforms introduced by the Democratic Party in the wake of the McGovern-Fraser Commission's Report on Party Structure and Delegate Selection – together with other changes such as those which have been made to the rules governing the financing of elections – have transformed the incentives for candidates and forced them to alter their electoral strategies. At most important of all, they have had a direct impact on the way the President of the United States is elected and on the way in which he is able to discharge the duties of that office.

The origins of the movement to reform the Democratic Party can be traced to the exceptional events of 1968 when Robert Kennedy was assassinated and the Democratic Party tipped itself apart in front of the television cameras at its Chicago Convention. The violence of the scenes inside the Convention may not have matched that of the streets; but it was sufficient to make party activists demand a new and more open manner of choosing the delegates to select their presidential standard-bearer. Many states when confronted with the new Democratic Party rules – and it has been the Democratic Party which has made the running in the reform of American election laws – took the

simple option and adopted that wonder of direct democracy: the primary. As a result the number of states holding presidential primaries almost doubled between 1968 and 1980. Whereas Hubert Humphrey fought for his nomination in a system which held 17 Democratic primaries (and entered none of them) President Carter inherited a world where in 1980 there were 31 Democratic primaries. The selection of a party's presidential candidate – which had hitherto been conducted by a judicious mix of popular participation, machine politics and horse-sense – was refashioned into a process which is at once inflexible and exhausting. While it would be misleading to blame all of the problems of American government on the effects of this heady shot of direct democracy, it seems clear that the elevation of the primary to such a dominant position in the presidential stakes has had unfortunate repercussions.

One obvious effect of the increase of primaries has been to undermine an already fragile party system and thereby loosen further one of the few links between America's naturally adversarial institutions. The primary may be democratic in the sense that it gives citizens other than party workers an opportunity to decide who their presidential candidate will be. But it allows the candidates to bypass the established party organizations and makes a Presidential campaign, according to Polsby, rather like a Broadway show. The candidate puts on his own cast of characters, raises his own money and selects his own themes. It may run and run or it may close after one or two performances; missing are the durable links which can be used when and if the candidate gets to the White House. Parties were already weak in the United States before the reforms; but severing the ties between the parties and the presidential nomination process still further, the reforms have debilitated the parties' role as channels of public opinion and political activity.

Gillian Peele

Capital letters

O Beloved Kids. Rudyard Kipling's Letters to his Children. Edited by Elliot L. Gilbert.
Clarendon and Nicolson £10.95. 297 76296 7.

Kipling was probably the last British writer to achieve mythic status, standing in Wilde's memorable phrase, in symbolic relation to his age. How many authors' names penetrate the folk-consciousness in the form of a joke (He: "Do you like Kipling"? She: "I don't know: I've never kiplied.")? With the decline in Britain's imperial power, Kipling's reputation among intellectuals took a knock, along with those of Somerset Maugham and Noel Coward. Now we are beginning to appreciate them all as chroniclers of the British colonial consciousness. But as a writer for children, Kipling's popularity has been steady. Deprived indeed is the child who does not know *Puck of Pook's Hill*, *The Jungle Book* or *The Just So Stories*.

Kipling loved his three children dearly and survived two of them. Josephine died at seven and John was killed in 1915. The aching poem, "My Boy Jack" is his memorial. The surviving daughter, Elsie, became Mrs Bambridge, and until her death in 1976 jealously guarded her father's memorabilia from all except a handful of

scholars. Folksinger Peter Bellamy extracted with considerable difficulty her permission to set the poems to music. Mrs Bambridge seems to have been cautious and responsible: she had typescripts of the letters prepared. Professor Elliot Gilbert, husband of the more famous Sandra, has edited Kipling's letters to his children, with some from John to him.

The question remains: should letters written for the private delectation of family, friends and lovers, with their private whimsies and jokes, set in quave and trivia, be made public at all? Cassandra Austen may have been right to burn some of Jane's letters. Fanny Burney's niece, Charlotte Barrett, vandalized Fanny's letters, excising, transposing, rewriting, what Fanny had already heavily censored herself. I discussed this problem with Mrs Leavis, who told me, "I've burned all Frank's love-letters." As *The Aspern Papers* tells us, the line between scholarship and vulgar curiosity is a fine one.

Elliot Gilbert found no scandalous material. Rudyard describes the ceremonies at which he received his Ox-ford doctorate, their travels, skiing holidays. Mother seems always to be in the health, easily upset, congratulating herself on having got rid of the children. What did they think of this

news, in their boarding schools? Rudyard nags John constantly about his schoolwork, insists he must continue Greek, at which he is failing, in case he goes to university (he was 18 when he died) and sends exhortations, illustrated with drawings, to "CLEAN YOUR TEETH". There are some nice limericks, with illustrations. The book is handsomely produced, with photographs, a romantic pastel cover and line decorations. The price is no index, presumably because there is no index. A coffee-table book for the Christmas market?

There are occasional sharp vignettes of vanished days: horse-dung "is cheap in Dublin", with its "pili-pat of horses' feet". One very rarely hears the hoot of a motor. "That was in 1910. A Paris taxi seems to run on 'petrol mixed with pee'. Kipling grumbles at paying out four guineas for a suit of clothes. He writes in block capitals for a long while, nagging at John to hurry and learn to read "my ordinary beautiful clear handwriting".

The anxious father pulled strings with his friend Lord Robertson to get the boy (whose letters home are dull and matter-of-fact) a commission in the Irish Guards. John's final letter says: "This will be my last letter most likely for some time..."

Valerie Grosvenor Myer

PAPERBACKS

The Short Stories of Elizabeth Spencer. Penguin £2.95. 0 14 006436 2.

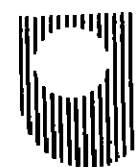
Here is the voice of the American South: evocative, rich in imagery, yet free from the sense of doom and gloom, of faded blood and lost innocence which so often pervades Southern literature. There is rarely a hint of these stories: they are an affirmation of, and revealing in, the

sheer pleasure of simply being. While the characters can recognize pain and doubt in others, they are often quietly grateful to discover its absence in themselves.

Unusual and wonderful images describe that which is familiar: "On the beach, the froth turned brown, the color of softly moving crawfish claws." The stories appear in the order in which they were written but, early on, they all bear the stamp of a remarkable writer who is adept at describing the feeling of wonder with which ordinary people view their own

"The Finder," the story of a man who is psychic and who briefly, astonishingly, commits adultery, is an example of how an economy of words can describe a multitude of experiences, both emotional and physical: "Now it was plain to him that a tree does not choose to be struck by lightning, and that a plain man – even lightning and dark nakedness on fine linen – is a plain man still." A Southern voice indeed, but much more as well.

Brandon Russell



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BOOKS

The road to modern China

The Cambridge History of China: Volume 12, Republican China 1912-1949, Part 1. Edited by John K. Fairbank. Cambridge University Press £50.00, 0 521 23541 3.

Son of the Revolution. By Liang Heng and Judith Shapiro. Chatto & Windus/The Hogarth Press £9.95, 0 7011 2751 1.

From the Center of the Earth: The Search for the Truth about China. By Richard Bernstein. Little, Brown and Company (through Hutchinson Books Ltd) £9.95, 0 316 09194 4.

The Cambridge History of China, as befits a study of the oldest and largest civilization on earth, is on a mammoth scale. Volume 12, the first of 2 volumes devoted to the Republican period between 1912 and 1949, is over 1,000 pages in length and includes 100 pages of glossary and index, 18 maps and 39 statistical tables. In length and in quantity it does justice to the fascinating and complex history of Republican China and to the rapidly progressing study of modern China in western countries.

The essays in this volume vary considerably in length, from 22 to a massive 196 pages. They vary in the period that they cover. The political chapters treat the period from 1912 to 1928; the chapters on intellectual changes and literary trends start in 1895 and end in 1928; the essay on

economic trends covers the whole republican period from 1912 to 1949, while the discussion of the Chinese bourgeoisie starts in 1911 and ends in 1937.

These differences of scale and period are matched by differences in quality. The editor's introduction is rather general and elliptical for such a specialized work. The essay by Albert Feuerwerker on economic trends is packed with valuable statistical information that will make it essential reading for all students of Republican China, but it is rather heavy going. In contrast, Professor Feuerwerker's other contribution is the best-written and most stimulating essay in the whole book. It is a judicious examination of the impact of the foreign presence on Republican China and it should be read by all those who wish to understand modern China's attitude to the outside world. James Sheridan's essay on the war lords provides an excellent analysis of these armies and of their impact on Chinese society, but his chronological narrative of their activities is both brief and breathless.

Two substantial chapters on intellectual changes, by Charlotte Furth and Benjamin Schwartz, go over some of the same ground, such as the relationship between tradition and progress, evolution and revolution, and nationalism and internationalism. Complex, intricate and at times almost impenetrable, they are designed very much for the specialist. The essay on literary trends has a narrower focus. It is concerned more with the content

than the form of Chinese literature between 1895 and 1927, but this may be entirely appropriate since Leo Ou-fan Lee claims that this was very much the preoccupation of nearly all Chinese writers during this period.

The bulk of the volume is taken up with a study of the political history of the early Republic. Jerome Ch'en provides a brief examination of the early history of the Chinese Communist Movement, in which he concentrates on answering the two related questions of who became Marxists and why they did so. Two rather more substantial chapters view politics from Peking. Ernest Young offers a clear and intelligent analysis of the ambiguities and tensions of the new Republican order between 1912 and 1916, whereas Andrew Nathan examines the vain attempts to sustain an effective constitutional republic in Peking between 1916 and 1928. Much the most substantial contribution to this volume is Martin Wilbur's study of the Nationalist Revolution between 1923 and 1928. This seeks to combine a detailed narrative of an extremely complex political and military campaign with an analysis of the strained relations between the Communist members and the more conservative elements in the Kuomintang. The author occasionally loses control of the narrative, which is entirely understandable, but his analysis is consistently shrewd and convincing.

The final essay, a study of the Chinese bourgeoisie, offers a penetrating analysis of the political and econo-

mic role of this tiny, but highly influential, section of the population. In some ways the very success of this chapter highlights the greatest weakness in this splendid volume. There is no sustained treatment of the Chinese peasantry or of the urban poor, who made up the vast majority of the population. There is plenty of scope here for a new generation of western historians of modern China.

The other two books under review are concerned with more recent history, especially the drama and tragedy of the Cultural Revolution. Richard Bernstein has travelled extensively in China in recent years and he records numerous conversations with individual Chinese from a variety of backgrounds. Their experiences are almost uniformly tragic and depressing, and Bernstein's account is often vivid and sometimes shrewd. Unfortunately, it is marred by a hatred of Communism, a failure to see anything to admire in China, and a curious inability to see why China cannot provide its people with the many benefits which Americans enjoy. The autobiography by Liang Heng (aided by his American wife) is even more vivid, it does attempt to explain how young men like himself were caught up in the Cultural Revolution, and it rings true. It is a depressing story too, but Liang Heng tries to understand why it all happened and he does not condemn all things Chinese.

H T Dickinson

lingo

Newspeak: A Dictionary of Jargon. By Jonathan Green. Routledge & Kegan Paul £9.95.

Some Orwellians are more equal than others. Green's dictionary is an exhaustive list - surely 10,000-plus jargon words must be exhaustive! - of the phrases, expressions and neologisms which are someone's everyday parlance in our contemporary Babel. The author remarks how "Orwell's society was governed by the stick but we are offered the carrot". "Double plus ungood" becomes "negative evaluation".

What Orwell could never have seen was the rise to omnipotency of the computer. About half the entries in Green's dictionary refer to these gadgets. The dialect of the tribe is being not so much purified as automated. There is everything from "on-line" to "interface". And there is a weird echo in this cybernetic jargon of the old moral words: "fronetic" for instance, it made me think of a microchip litany, a prayer for deliverance "from frobnication and all other deadly sins".

Talking about prayers and commandments: the cover of this book features a lurid mouth, full of computerized commands of which the first is "Read". We know what has replaced "God" in this chaotic world of electronic information - communication systems: and the new Commandments are a "read out" on the video screen. Green's book is an entertaining warning.

Peter Mullen

Patchwork materials

Science Fiction: A Historical Anthology. Edited by Eric S. Rabkin. Oxford University Press £7.95, 0 19 503272 1.

The science fiction anthology was once a humble thing, garish, gaudy, printed on cheap paper, emblazoned with primitive artwork. Eric Rabkin's historical anthology for the Oxford University Press is a very different breed, indicative of the genre's rise in the academic hierarchy. Yves Tanguay adorns the cover now.

The book is clearly intended for use in teaching, index of this rise in respectability. The editor speaks in his Preface of making available "a full spectrum of science fiction materials" which he can "place" in both a literary and historical context. They used to be just stories; now they are materials.

His selection, aimed at showcasing the development of the genre from its pre-history in Swift and Voltaire, through its nineteenth century "manifestations" from Shelley to London, affixes retrospectively by the critics as forerunners of a genre which only came to consciousness of itself in the twentieth century, is, as he admits, inevitably partial and flawed. The odd patchwork effect is most apparent in the twentieth century sections, where the choice mushrooms and the omissions seem most glaring.

None the less, it does include many fine stories, supported by brief essays written in a chatty, rather than rigorously scholarly, manner ("another figure who was quite impressed by Copernicus was Johannes Kepler"). Suggested perhaps a high school or freshmen audience as its target, the power of some of the writing does break through the limitations of the format.

Ultimately, though, the book attempts too much, and fudges what it sets out to illustrate. The reader is left with the feeling that convenience has been the real aim of the project; rather than revealing "how science fiction began, grew, and finally joined the society of the pulps to the classroom; and it is difficult to see it being bought or read elsewhere.

K G Matheson

Robin Buss

Tokyo in passing

Low City, High City. Tokyo from Edo to the Earthquake. By Edward Seidensticker. Allen Lane £16.95, 0 7139 1597 8.

The great cities of Europe, often by accident rather than revelation, have managed to conserve whole districts where the visitor can recapture the atmosphere and decorative tastes of a specific period, and not only in large public buildings. For geological reasons, Tokyo is less fortunate. The earthquake of 1923, with which Professor Seidensticker opens his account of "how the Shogun's ancient capital became a great modern city", destroyed less than the fires it provoked; these swept through 14 of Tokyo's 15 wards and in most of the Low City averaged more than 90 per cent. Among houses built mainly of wood, fires, "the flowers of Edo", were a common occurrence, but the scale of this destruction was unprecedented. No one could doubt that the old capital and the way of life it sustained had gone for ever.

In a book which offers many subtle pleasures, one may find this clearing of the conscience with the knowledge that what it describes cannot be captured in any other way. Travel books, however generous to the reader, imply that he is getting the sensations at below the proper price, without the loneliness of hotel bedrooms or the weariness of footslogging or the dangers of exotic foods. This one announces in its opening pages that the scenes it evokes exist only for the imagination: the jet traveller will find no guided tour of Edo. Yet it is a travel book, not history, appealing to a taste for curious customs and the topography of distant places, though with the charm of nostalgia in its passing references to the Prince of Wales, General Ulysses S. Grant or Spencer the balloonist (whose feats inspired some fanciful coloured prints).

Travel, rather than history, because it does not explain too much. The best accounts of journeys are analogous to journeys themselves, puzzling the reader with an illusion he only half comprehends and wisely instructing him to take for granted and not to ask too many questions. The state of childlike receptivity this induces - and Professor Seidensticker appreciates its importance - may overcome our instinctive resistance to foreign cultures and help us to acquire the tolerance



1879 woodcut of the execution of Takahashi O-den

which is a precondition of understanding, not its outcome.

Before we reach it, we have probably to go through that mood of ironical amusement which is familiar to anyone who has associated abroad with people from his own country: broad quaint, the excursions to Asakayama, to view the cherry blossom, how outlandish; the "Tahko" look of the "Twenties" with its Harold Lloyd "roid" glasses, bell-bottoms and howler hats; Japanese residents in London or New York must exchange similar discoveries in similar tones of amused bewilderment. The difference is that it was our culture that enjoyed a fashionable status in Meiji Japan and the story of its two cities from 1867 to 1923 is one of coming to terms with the outside world after a long period of hostility to foreign influences, and the resulting "double life" lived by a city in transition.

It was not all cherry blossom. London, which offers its tourists guided walks around the haunts of Jack the Ripper, should readily appreciate the fascination exercised by murderers, like Takahashi O-den, whose deeds inspired plays and stories after her execution in 1879. But the Kotoku-pans execution grounds were the site of his lives in the three centuries of its use (as many as died in the Great Earthquake), suggest the darker side of Edo: the traveller does not need to

adopt an attitude of unqualified acceptance. We should, however, take into account the *haiku* that this condemned criminal (like O-kina, another Meiji murderer) composed on his way to execution and perhaps reflect on the many and sometimes contradictory facets of what we understand as civilization.

"Refinement" in Christian cultures has meant, by and large, the separation of the dress of sensual pleasures from the finer metal of the spirit; the culture that produced the *gesha*, however anti-feminist, understood the process of refinement in another sense. One of the addressesses of modernization was what Professor Seidensticker calls "the decay of the decadent" and, as he guides us through the quarters, especially those in the more vital and popular Low City, which catered (with typical lack of crudity) to the cruder pleasures, he clearly feels a twinge of regret at their passing.

Not everything of Tokyo before the earthquake is lost: the photographs and prints that illustrate this beautifully-produced book provide a record of its appearance. But it survives chiefly in the mind. Professor Seidensticker recalls it with erudition, style and affection in a book which shares with the great travel books the quality of making distant places very significant for its, however alien they may once have seemed.

Arthuriana

The Return of King Arthur: British and American Arthurian Literature since 1900. By Beverly Taylor and Elisabeth Brewer. D S Brewer £19.50, 0 85991 136 5.

Something has gone wrong with the title-page of this book; which in fact deals with the maturing of public enthusiasm for Arthuriana from 1800 onwards, not 1900. Beyond the title-page however the subject is dealt with in more painstaking fashion, with summaries and comments on a vast range of texts, from curious objects like John Thelwall's *Fairy of the Lake* (1801) to the script of *Monty Python and the Holy Grail* (1977).

Tennyson of course is pivotal and the chapters on him and on the Pre-Raphaelites do much to clarify the modern rediscovery of Malory as a voice for all seasons.

It is a pity though that the authors largely exclude children's books and book illustrations from their history. For every reader of Charles Williams there are probably a thousand for Henry Gilbert or Howard Pyle, and the Arthur met in childhood, and the image of his world purveyed by so many (often inferior) artists, surely plays a vital role in conditioning future responses.

Brian Alderson

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HISTORY AND CLASSICS



Boundless curiosity

John West on the development of primary school children's sense of the past

Children today are continually confronted by curious relics of a time before their own. Intrigued by its artefacts, beset by history, they are frequently made aware of evidence of the past. The very walls and streets which surround them are monuments and memorials; their elders match the experiences of one generation with another, and yet another.

Much of what they hear and see is trivial, the memories and myths of earlier days, meaningless tradition or over-imaginative reconstruction. Much that seemed substantial they see wilfully destroyed for "redevelopment"; some of what they learn is history. To the very young, the minutiae of the past are fascinating - the shape of a badge or gargoyle, the colours of a banner, the rig of a frigate, the long rake of a vintage car's bonnet and running-boards - all are memorable as signs of a time before they were born.

For children, all the past ages are contained within their "present" and are continually encountered in random array, the earliest last of all and the more recent long before. The whole seems, apparently, explicable only in incomprehensible adult terms, like "progress", "tradition" or "period". Uncertainties abound and familiar words become traps for the unwary - the difference between middle-age and Middle Ages, a multiplicity of civil wars, a coven of kings named George or Edward, the ambiguity of different sorts of "Angles".

Coincidences abound in pairs: "Old" and "New", Stone Ages, Black Death and Plague, First and Second World Wars, London ablaze in 1666 and 1940; two Elizabeths and another Queen called "Victory". Churchill confuses us by cropping up in every war from Zulu to A Bridge Too Far but eventually defeats a mystic folk-villain understood by some to be Ickla. Problems of anachronism and syn-

such as *The Charge of the Light Brigade* (1936 version) is evidently "old", being in antediluvian black and white; its subject is evidently "older". "Grandad, you said you saw this when you were a little boy. Was that during the Crimean War?" Such logical efforts to come to terms with both another generation and another century are usually met with adult derision, or, at best the condescending assumption that "children cannot understand Time", merely because they try to master it.

A long-term survey¹ revealed that primary schoolchildren's general knowledge of the past is more extensive than most adults realize. This ranges from trivia (Cavalier lagers-tins by Franz Hals) to bowlers (Oliver Crumble) but it also embodies a great deal of memorable detail. Of all this 65 per cent is acquired out of school.

Although television, predictably, accounts for the single lion's share (31 per cent with viewing ranging from 2001: A Space Odyssey to Connections, a collection of other out-of-school sources is equally influential (31 per cent). These include: encyclopaedias, *The Beano*, great-granddads' reminiscences, educational cruises, cereal packets the ubiquitous project on dinosaurs, mum's summer photographs of the Acropolis, trip to HMS V & A, the school trip to HMS Victory, treasure-trove found by dad's new metal detector, cigarette-card or Edward, the ambiguity of different sorts of "Angles".

An inescapable reason for taking more account of the mass of historical evidence about us is that, like the challenge of Everest, "it is there". Sadly, most English schoolchildren are adults with no real awareness of the wealth of documents, toys, tapestries, scripts, pictures, sites, stories, mosaics, artefacts, relics, stories, photographs, ships' draughts, inven-

tions and memoirs which is readily available for their enlightenment. To most of them, the Bayeux Tapestry, unless seen on holiday, will be at most one or two selected frames as illustration, rather than 78 frames as narrative.

For many the countless mysteries of tracing vanished medieval village sites, navigating the Atlantic from an authentic seventeenth-century first-sail log or repopulating their own street from the 1851 census will be lost forever unless they are rediscovered as adult hobbies, once Education has ceased.

Two conclusions are certain for the teacher's comfort. First, very young children's curiosity about the past is boundless; if once aroused and fostered. Second, their ability to observe, deduce, conjecture and piece together all sorts of fragments of evidence is impressive, if opportunity allows.

The myth that "young children have no sense of time" was the misleading outcome of inadequate research, begun with some promising results in 1922 and recapitulated test for test with Piagetian variations and inconclusively inconclusive results down to 1971.² Though children do not tend to orientate spontaneously towards a temporal stimulus-dimension, such orientation increases with specific instruction.³ Much of that research was based on small samples over short duration and using no more than one or two tests. These were intensely verbal or numerical and the research rarely involved practising teachers.

Teachers in fact recognize that infant school children are well aware of the "difference in time", for example, between the modern model and a "real" dinosaur, between the vintage car and its coloured photograph, between granddad's photograph as a baby and granddad now. This time-sense, once divorced from numbers, incom-

Provocative

Teaching History. By John Fines. Holmes McDougall, Seminar Series. £8.95 0 7157 2030 9

There are teachers of history who prefer not to think about why they teach it. After all, history is there; 1066 And All That really happened, and properly educated kids should have it all written down in their notebooks. Why puzzle over content, purpose, method? That, surely, is what educational theorists are for.

Let John Fines coax you from such inertia. He is both a gifted teacher himself and an inspired trainer of others. He shows off his practical abilities in this shrewdly plotted strategy for nudging us all into thinking and talking about our work. One moment he is happily transporting small children before our very eyes from their classroom to an exciting new world; the next he is swopping jargon with the pundits over the nature

of learning or the justification for history in the curriculum. Helpful hints and stimulating thoughts come in roughly equal proportions.

As an anthology, Dr Fines' book brings together almost everything of interest and importance published on history teaching over the last dozen years (since, in effect, that celebrated list of *Educational Objectives for the Study of History*), spiced with a few ghastly examples of good intentions gone sadly wrong. Each of the 40-odd papers has a brief, lively and provocative introductory comment, with advice on just how to set about thinking around it. Naturally there are Finesian hobby-horses, a different set from those he rode a decade ago. If there is emphasis on the usefulness of drama and narrative, it is only "to redress the balance", currently overweighted in favour of skills and activity. If there is healthy contempt for some "Social Studies", it is to counter the half-baked integration of some belatedly trendy advisers. Let Dr Fines steer you into the minefields of history teaching, and enjoy working your own way out.

Tom Corfe

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EXTRA

Boundless curiosity

Instructions, can be simply demonstrated in any classroom with ordinary children and an adequate supply of primary source material.

If our normal classroom perception and experience are at odds with traditional tests, then it is time to change the tests. Indeed, in normal circumstances experienced teachers will unfailingly comment on the extra perception revealed by children previously thought to be "less able" when primary source material is used as a stimulus to discussion and discovery.

A four-year research project (1976-80), which involved 1,500 children from the age of seven until they became 11-plus, with about 250 teachers in 30 schools, appeared to prove beyond reasonable doubt that primary school children are certainly capable of forming and using the essential concepts and practising the skills required to develop their sense of the past.

It was demonstrated, to most teachers' satisfaction, that children can consolidate and adapt the concept of evidence from the age of seven years, if not before. Tangible, oral and pictorial evidence was most productive of their reasoning and the 63 tests used were, as far as possible, non-verbal, revealing the real abilities of "less able" children who had previously "failed" standardized reading tests, or fallen short in measurement of their powers of "verbal reasoning".

A majority of primary schoolchildren will indeed operate "formally" enough to understand the relative authenticity of primary evidence, as well as to perceive the more complex nature of contemporary and non-contemporary features. They are capable of understanding a sequence of events and will conjecture as to their cause and effect. Their sense of empathy with people of another time can be very moving. Above all, the powers of observation and deduction in 7 to 11-year-olds, their ability to understand the significance of clues and their implications are impressive.

In the classroom, these results appear to be most thoroughly achieved by means of regular peer-group discussion, where trial and error, conflicts of opinion and bold conjecture seem more permissible than in a teacher directed discussion or a formal lesson. The teacher's initial role is best perceived as that of enabler, adjudicator and guide, particularly in the selection and structuring of evocative material for specific objectives and as organizer of round-up discussions, story-telling and other systematic teaching. First-hand source materials should be generously supplied to children for their handling and scrutiny.

Dudley I. a., provided every pilot school with 250 coloured pictures, an anthology of 100 stories, a museum

collection of more than 100 items and a set of 120 documents of all sorts. All these sources were intentionally primary material, though examples of replicas, forgeries and facsimiles were also deliberately introduced. It is discouraging elsewhere, to see museum collections and loan services which teachers have prized highly falling victims to unthinking local cuts.

It is evident that the abilities tested and later confirmed by continuing classroom development of the Dudley project's aims and methods (1980-82), fall into three main sets. First the essential concepts and skills; the necessary ability to reason and to understand the evidence usually proves least difficult of all for children of seven-plus. To say that the basic concept of a subject must be acquired before we can become active is misleading and to misunderstand the process.

More inhibiting yet, paradoxically, most capable of deliberate improvement are the limitations of immature children's linguistic ability in face of their need to communicate their growing understanding of the past to others. The compilation of a teachers' Thesaurus of essential words, phrases and definitions is long overdue and it is to this end that children's free discussions will demand most careful monitoring.

Finally, however, and most difficult of all to control as children outgrow the primary school, are the vital social skills which make peer-group discussions productive of understanding. The essential interplay of listening and talking to each other, of handling and sharing the artefacts and other evidence, of working purposefully and coherently, of integrating discussion with the necessary cross-reference to books and other sources of information and the keeping of a well-written record, are all matters for the teacher's constant guidance and approval.

Such group skills appear to be best inculcated in most normal, active infant classrooms with children aged five to seven; they are well sustained in the more progressive junior and middle schools, but tend to be lost, or sacrificed, once children have learned to read "silently" and can be left to preoccupation with the individual work-card. By then only the "less able" have the continuing benefit of small groupwork and oral practice. Usually by the time the middle of the secondary school is reached, the familiar group skills of the primary school have fallen into disuse because of disciplinary problems which demand constant supervision and total control.

It is essential that we realize that history for children, is not a matter of collecting inert information about the past and storing it. If that is what history must be then the primary school is better without it as some of the recently published i.e.a. guidelines with their elementary "Alphabets of History" clearly demonstrate. Preoccupation with the content of history, rather than with the process



A mystic folk-villain understood by some children to be a lelek

ses of learning and understanding about the past is misleading.

There has been too much talk lately of "what every English child should know" about the history of England, of Europe or of the Third World, according to authority's most recent viewpoint.

Such a rigid definition of aims ignores the fact that it is facile, if not downright immoral, deliberately to select a "content" of history for any dialectical purpose. And who shall choose the list of required "facts"? The steps from Munich via Suez to the Falkland Islands are littered with these non-sequiturs. History is not there to prove anything, but the evidence of history is always there for renewed investigation.

The most valid reason of all for accepting the full challenge of first-hand source material is the children's readiness to grapple with the problems raised and their impressive range of abilities if the appropriate classroom opportunities are created. It is essential that we stretch their powers of understanding to the full; at present we demand too little of what young chil-

dren can do. They will unfailingly match the level of their teachers' expectations. Schools need the type of history lessons which Dorothy Heathcote and her students create as children's "drama" and we should provide opportunities for children to "interrogate the text" as James Britton and the boy of English teachers have advocated and for the integration of language across the curriculum which the Bullock report envisaged.

Above all, we must be prepared in all these ways to extend children's own experience towards a better understanding of their own awareness of the past, by "ways of knowing" rather than by the collection of outdated information and simple fables.

Our task as teachers is to enable young children, as soon as possible to make their own interpretation of reality, to think for themselves, not as they have been "taught" to think. This is best done by fostering and encouraging their lively sense of the past and by providing regular opportunities for observation, discussion and interpretation of evidence.

We must welcome and honour the contribution that each child can already make from a far greater store of "past" experience than school alone provides, but which only school will help to organize and understand. We must in fact be more concerned to develop a sense of the past and an awareness of its first-hand evidence than to teach history from an adult viewpoint.

John West was formerly Chief Inspector, Dudley I.e.a.

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"History in danger" revisited

An agenda for change

by Richard Brown and Christopher Daniels

The publication in 1968 of Mary Price's article "History in Danger" heralded a period of necessary appraisal of history in the school curriculum. The result was a renaissance in the style of history teaching. Ten years ago history was in a strong position in schools; "New" history was beginning to have an impact. Examinations were being used creatively to develop imaginative and worthwhile innovation. Three years ago, Her Majesty's Inspectorate could argue that:

"There is, in particular, a strong case for maintaining some study of history in the final secondary years... Its place and emphasis in the curriculum, and the nature of the content appropriate of history as a basic ingredient of general education all need reconsideration."

Today all this has changed. It appears that the subject is again in danger. It is being squeezed by other subjects, by changing educational priorities and by the socio-economic climate. It is easy to say that falling rolls and the justifiably growing importance of technological and other "relevant" areas of the curriculum can account for the falling numbers opting to study history beyond 14. History, some argue, is not well suited to the current market place. But do these explain the decline?

Has history in schools faced the challenge of comprehensive reorganization? Has the nature of history teaching changed in most schools? In simple terms the answer is no in both cases. Despite the History 13-16 Project there has been little attempt to change the history curriculum 5-16 or the way in which it is taught.

History is an examination-bound now as it was in the 1960s. We have concentrated on how to teach history rather than upon what is learned by the pupil and how that learning takes place.

For all that we disagree with Sir Keith Joseph and Hugh Thomas in their pronouncements about what history should be taught in schools they have opened up the question of what pupils should have learned from 11 years studying the past.

Geoffrey Timmins raised a number of interesting issues in his article (*TES*, April 8 1983) which prompts us to clarify some points and suggest an agenda for change over the next five years.

1 We do not disagree with Mr Timmins on the issue of teaching by objectives. It is clear that the present direction in education is towards transferable and life skills, and measurable objectives. Our aim was to bring content, previously neglected, into the arena of debate. We differ only in emphasis; for example, if we decide that a learning outcome should be the understanding of prejudice in the past, then the choice of content is crucial. To and eight-year-old the development of this understanding emerges out of the story of the past: "Is being fair to Y in the story?" "Why is the unfair?" "What does it mean to be unfair to somebody?" Both skill and content are important.

2 Mr Timmins is again correct in arguing that content "is only edifying, worthwhile if it helps in attaining specified objectives". He may also be correct that "the obstacle" to achieving a minimum core are

"too great". But that does not invalidate an attempt to achieve some consensus. In fact there seems to be a certain amount of agreement among history teachers generally. One survey of 30 middle and upper schools in 1979 revealed that most pupils study English history from prehistoric to modern times; they study local and also some international history.

But the emphasis is parochial, Anglo-centred. We hope that our broad criteria will liberate pupils and teachers from this approach to content. Yes, all pupils should study their own country but not just England, what about Scotland, Wales and Ireland? Just as it is important that pupils have an understanding of other cultures it would be wrong if they left school without some appreciation of their own society and its development.

We hesitate to use the word "heritage" but one objective of history 5-14 should be precisely that, wars and all. Pupils should not only examine the development of parliamentary democracy but also the hunger, poverty and injustice that make up the past. It is part of the historian's brief to give a balanced view, for example, the cultural renaissance of eighteenth century Scotland as well as the Highland Clearances.

There is a danger that history in schools could become the mouthpiece of an "official" view of the past. We do need to look at what pupils learn from their history. Ian Bradley commented recently that teaching world history could become as regurgitative, as fact-dominated, as the traditional history taught in schools. Such can be the result of the search for "relevance".

3 Through history it should be possible to develop an understanding of the multicultural nature of British society. We see British history as multicultural in the sense that the clash between different cultures has played a significant part in that development. History teachers should stimulate positive attitudes to our society and its problems.

4 Under no circumstances do we see the "mindless acquisition of facts" as part of our perception of history teaching. Pupils cannot use historical facts in any utilitarian sense in the same way a physicist may use knowledge of electricity to mend a fuse. Most facts learned in school are soon forgotten. So what do pupils learn from educational needs which history satisfies? A research study of a small class of slow-learning pupils in 1982 found that three needs were identified. The pupils perceived that: history made the past accessible and present more understandable; they could go and find out about the subject with more confidence; and studying history was valuable not just in terms of the future but as an "experience".

The present is meaningless without some understanding of its past nature. History is both relevant and necessary to all pupils. So how do we respond to this? We offer this agenda for debate within the profession and, we hope, outside.

5 We need to look at history across the 5-14 age range, since this is when most pupils study the subject. There needs to be a survey of precisely what skills are being taught, what content and concepts examined, how learning occurs and how learning outcomes are evaluated.

6 We need to look at history across the 15-19 age range, since this is when the most pupils study the subject. There needs to be a survey of precisely what skills are being taught, what content and concepts examined, how learning occurs and how learning outcomes are evaluated.

Not quite the promise

Atlas of the Biblical World, By Joseph Rymer. Hamlyn £8.95. 0 600 384861.

Somebody took a lot of very attractive photographs of rural places and people in the Middle East, especially those old ruins you see in Israel. Someone else thought they'd go nicely with a commentary on Biblical history, and Joseph Rymer happily provided that. I call it an atlas, someone said; but

some fuss-pot said that meant maps. No problem: plenty of Biblical atlases around, and our maps are smaller, more garish and more confusing than our competitors'. Except that we only get colour on alternate spreads, and some maps are mud-colour because you can't get better really because you can't see the mess. Let's do one map in both styles, they said, to prove the point. By that time they'd forgotten what the photos showed, but someone cleverly wrote captions that neatly avoided

identifying anything. Joseph Rymer's foreword assures us that things happened differently. His book obviously tries to be both useful and beautiful, with much success in, especially, the first and last sections, where it is least arty and most muddled. But on the whole it rarely lives up to its promises. Remains, Canaanites left, impressive remains, we're told; and what do we get? A field of bright yellow daisies.

Tom Corfe

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The latest thinking and writing

The Reign of Mary Tudor, By Robert Tittler.
Longman £1.90. 0 582 35333 5.
English Catholicism 1558-1642. By Alan Dures.
Longman £1.95. 0 582 35229 0.

The *Seminar Studies in History*, which take the form of a relatively long factual essay, a short appendix of documents and a full bibliography, are primarily intended to introduce sixth-formers to the latest thinking on certain historical topics at the same time they serve the no less important purpose of providing a guide to their teachers on the latest writings on crucial A level periods. These two additions to the as yet rather thin early modern section commendably fulfil the series' aims.

Professor Robert Tittler, the co-editor of a recent collection of essays on the *Mid Tudor Policy*, gives a careful account of the events between 1553 and 1558, outlining Mary's unhappy apprenticeship during the reign of her father and brother, her ultimately successful bid for the throne and her unpopular Spanish marriage, before considering the Catholic restoration and the consequent Protestant persecution and the propaganda campaign, inadequate to further either endeavour. He concludes with a de-

scription of foreign affairs and an assessment of the effectiveness of the government's economic and social policies, the competence of the privy council and the royal household and the influence of Marian parliaments. This is in no sense a revisionary study. While in places the author hints at recent disagreements among historians over the interpretation of Wyatt's rebellion or the significance of the parliamentary opposition, and points to areas such as the household or ties between court factions and the localities where new work needs to be done, he confines himself to modifying Pollard's dismissal of the period as one of total stasis and stagnation. Mary's reign still emerges, at least politically and religiously, as no better than a mitigated failure.

In his *English Catholicism 1558-1642* Alan Dures makes somewhat fewer concessions to his sixth-form readers than Mr Tittler. None the less, he also writes a straight-forward narrative of the persistence of traditional Catholicism in the first decade after Elizabeth's accession, the northern revolt, the Queen's excommunication and the coming of the missionary priests before moving on to the fate of English Catholics during the reigns of James I and Charles I. In an all-too-brief section between his discussion of the implementation, or lack of imple-

mentation, of the penal laws, he depicts the life of the English Catholic community, where for long zealous Catholics lay people insisted on observing their age-old fasts and feasts in defiance of the patterns of Counter-Reformation spirituality being advocated by their priests. Here some comparison with Protestant religious practices would have been illuminating. Although Mr Dures is clearly well aware of the controversies which have made sixteenth and seventeenth century Catholicism such a vibrant field of study in the last two decades, the need to cover the events in detail precludes him from devoting much time to such fundamental questions as to whether substantial continuity can be traced between pre-Reformation English Catholicism and subsequent Catholic recusancy or whether the English Catholic community which came into being after 1570 was a virtually new creation.

Both *English Catholicism 1558-1642* and *The Reign of Mary Tudor* will considerably ease the lot of sixth-formers and their teachers: if in the future the general editor felt able to encourage authors to confront current historiography a little more directly and to anticipate their readers' needs the series could become even more stimulating and useful.

Claire Cross

Economic and social

Macmillan have added four titles to their *Studies in Economic and Social History* series. R H Hilton's *The Decline of Serfdom in Medieval England* (£2.95, 0 333 34400 6) is a second, slightly revised edition of a monograph first published in 1969; but the other "summary surveys of very large subjects" are new. R J Overy's *The Nazi Economic Recovery 1932-1939* (£2.95, 0 333 31119 1) examines the improvisatory versatility by which some open-minded and experimental operators (especially the ever-resourceful Schacht) furnished the Nazis with a sufficiently firm financial and economic base from which to embark on schemes of European and global conquest. Though, as R J Overy points out, Nazi economic achievements can easily be exaggerated - they started from a position of such profound decline that any amelioration was bound to seem startling - the German "economic miracle" was very much a product of the post-Nazi era, not of the 1930s.

In *Economic Change and Society in England 1780-1870* (£2.95, 0 333 32569 9) Michael Sanderson brings shape and unity to what could prove an amorphous subject: the development of the public school; the growth of literacy; reform at the universities; and the crucial neglect of the technical

education so diligently promoted and swiftly expanded in Germany during these years. G D Ramsay's *The English Woollen Industry, 1500-1750* (£2.95, 0 333 31910 0) discusses the processes of manufacture and the mechanisms of marketing crisply and ably, and neatly summarizes 250 years of fluctuating fortune.

His pamphlet is succeeded in historical time and generally complemented by Derek Gregory's recruit to Macmillan's *Critical Human Geography* series, *Regional Transformation and Industrial Revolution: A Geography of the Yorkshire Woollen Industry* (£15.00 and £6.95). This powerfully researched and skillfully mustered monograph, while principally engaged in tracing the emergence of the factory system from the domestic in the West Riding woollen industry, embraces a broad mass of analogous and related issues, especially the modes by which strictly regional shifts in work experience and social organization were tied in with mutations in the national social, political and economic structure. This is a first-rate undertaking, equipped with a wealth of maps, graphs and tables that make Derek Gregory's exhaustive yet lucid text assimilable at every stage.

Martin Fagg

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Mixed skills

Living in the Past: Britons and Romans. By Haydn Middleton. Basil Blackwell £1.95 0 631 91150 2. Island Story, 1. Britain from the Romans to the Wars of the Roses. By P. J. Larkin. Hulton £2.75 0 7175 1019 11. In Search of History, 1066-1485. By J. F. Aylen. Edward Arnold £2.95 0 7131 0685 9. Studies in Evidence, 1: Prehistoric Britain. By Ian Dawson. Holmes McDougall £1.95 0 7157 2133 X.

History Reference Sheets: Tudor Times and Stuart Times. By Barry Wilson. Holmes McDougall £4.25 each. 0 7157 2298 0 and 2299 9.

History passive comes mixed with history active in these books for the middle school range: the proportions differ and the success varies. 'Skills of observation, deduction and imaginative reconstruction', top juniors are promised by *Living in the Past*, and these objectives are achieved through well-presented pictorial (often colour) 'evidence'. The stories are built around well-chosen details, places or individuals: Avebury and its mysteries; Maiden Castle, with an unfortunate reconstruction drawing; the touching tale of Regina, Catuvellaunian wife of a Syrian trader as told by her gravestone; and make-believe Victor living in a very real Calleva. Compared with this purposeful precision, *Island Story* is depressingly vague about readership, purpose and method. In place of life-giving detail and dramatic revelation, its stories offer careless, misleading writing and irrelevant pictures. *In Search of History*, for lower secondary children, is much more successful. In lively, simple and sensible language, its tales take care to explain the evidence on which they are founded. Back-up demands range from simple recapitulation and comprehension to deduction, empathy, reasoning and active learning. Apart from some unwise generalizations (confusingly abstract monasteries, for example) and the usual hopeless failure to pull anything useful out of the Wars of the Roses, this is enjoyable and successful. *Studies in Evidence* uses archaeological case-studies, four sites dissected in detail as preparation for Schools Council work. The nature and limitations of this particular kind of source material, and the variety of approaches to its interpretation, are revealed in a beautifully presented booklet.

History Reference Sheets are intended for juniors, and specifically to aid the non-specialist teacher in keeping a class usefully occupied. Twenty sets (six each) of bold drawings are designed for cutting out, colouring and mounting. A useful activity, maybe; but those non-specialists might look for more guidance, on such problems as colouring coats-of-arms, or when pictures are adapted from contemporary sources and when they are purely imaginative; two puzzlingly different Towers of London, for example, appear on a single sheet.

Tom Corfe

Well worth having

The Historical Association has long had its learned journal *History*, and not quite so long *Teaching History*, its practical one. Now there comes to join them the *Historian*, the magazine for members, geared perhaps unlike the others rather more to the non-professionals. This first issue comes in 32 attractive pages with a four-colour illustration on the front showing the launching of the first air balloon in Paris in November 1783. The happy coincidence of this 200th birthday provides the occasion for some editorial ballooning metaphors and slightly tortuous conclusions concerning launches, turning points in history, the floating of magazines and the symbols of ages. An optimistic motif.

The typical ingredients of the *Historian* will be feature articles, updates on publications in particular areas, local history, news of activities and views of members. In this issue there's also a President's Page in which HA president Irene Collins discusses the value and use of history today, pointing out that training in history is every bit as much 'use' for a career as is training in the other arts or the pure sciences - which won't equip you to do a job either. But historical training can produce adaptable thinking and scepticism in the face of 'myth, prejudice and mindless orthodoxy'. Mrs Collins attacks the view that history in higher education is expendable and good candidate for cuts, but she is preaching to the converted in these pages.

John Chartres' short piece stands out among the articles. Noting a striking similarity between the representation of the town of Lincoln on the mid-fourteenth century Gough Map in the Bodleian, and that of Constantinople in the Luttrell Psalter, he uses the latter's detail as a starting point for a somewhat speculative but fascinating discussion of Lincoln's inns, alehouses and taverns of the time, which it turns out were no more synonymous to medieval drinkers and travellers than are motels, pubs, wine bars and oil licences today.

But pride of place is taken by Eric Ives' article on 'Queen Elizabeth and the people of England' in which he tackles half a century in seven extensively illustrated pages without making you feel he's left very much out. His theme is Elizabeth's rule by consensus, remarkable in an age of social tension and religious war. Exploiting the English insularity which meant Protestants and Catholics alike united in a common hatred of Spain, unlike her successor who by a policy of Spanish appeasement alienated half his subjects; incapable of making decisions until they eventually made themselves appalled by definition, she achieved consensus by keeping everything fuzzy; the Stuarts were to define it all and split the nation in two. These ideas are not new but they are fresh and elegantly synthesized. If all its major articles are as good as this one the *Historian* will be worth having. May the balloon float higher.

Jessica Saraga

Energies and movements

Brian Morton on the changing styles of what we call 'history'

Fact and fiction are a modern invention. The distinction didn't occur to the ancients or trouble anyone particularly until the nineteenth century. History was regarded as a branch of literature and Tacitus, Thucydides, Gibbon first and foremost as great writers. Even as late as 1953, no-one saw any difficulty in awarding a Nobel literature prize to Winston Churchill for a historical work. It's interesting to compare the fuss caused when Thomas Kenyon won the 1982 Booker Prize for a novel heavily dependent on recorded fact. In the United States, Norman Mailer had already driven readers, publishers, critics, prize panel judges crazy with his insistence that books about real people and events - Marilyn Monroe, the execution of murderer Gury Gilmore, the peace march on the Pentagon - were novels and not documentaries.

The most fashionable trend is to revive the feeling that fact and fiction can't be separated. The modern novelist, as Philip Roth noted, has a tough job anyway imagining anyone or any event more outlandish or far-fetched than those thrown up daily by the papers and television. Who could have invented Richard Nixon? Or, for that matter, Caesar or Napoleon?

Churchill's heroes were the greats of British history; his act of imagination consisted in presenting them alone centre-stage, apart from the complex background that makes history something more than dates, kings and queens. Mailer's 'novel' about Gary Gilmore is exactly the same kind of book as Henry Fielding's eighteenth century tale of the real-life criminal Jonathan Wild; Fielding reversed the emphasis by calling his book a 'history' but took far more liberties with the facts than did Mailer.



'Who could have invented Richard Nixon'

'The facts' took the lead over imagination in the nineteenth century. Mr Gladstone, the embodiment of a new kind of society, based on information. Feeling any sort of personal or subjective response, was subordinated to figures, quantities, tables, columns, statistics, numbers. In the search for 'scientific accuracy', the literary qualities of historical writing were at a premium.

Karl Marx explicitly attacked the 'literary' viewpoint on history which turned every event into a drama culminated in the style of some past society, Greek, Roman, French Revolution. Marx offered a crucial lesson: history was not just a way of converting the past into lessons for the present; it was also about the present, about continuous processes and not just static tableaux.

Marx also showed that history was not only the story of 'World-Historical Figures', a term he had taken from his mentor, the philosopher Hegel, but also about the 'mainstreaming mass', the ordinary people who in conventional history just made up the numbers and fed a few generalizations into that soft-option area, 'social history'.

Marx wasn't blind to the need for 'scientific accuracy'. His theories were based on the notion that all past history was in some way fictional, a distortion in the interests of a class. At the same time, though, he stressed their universal point, that history - the written record and the events it describes - was the story of what was working, a kind of fossil race, often

unconsciously revealing things which the historian didn't intend, or deliberately didn't want, to reveal.

At the beginning of the twentieth century, Marx's explanations of social processes bumped into Freud's explanations of mental processes and the unconscious became part of history, like a river that keeps flowing beneath the frozen surface. Like everything else, it takes time for twin theories to find their common ground. Contemporary history is something of a battleground between rival economic and psychological explanations.

Most recently, historical writing has been marked by what Professor Lawrence Stone calls a 'revival of narrative', a return to a sense of history as story, chronologically presented, description rather than analysis. It's interesting to note that the American novelist E. L. Doctorow, another writer accused of dressing up fact as fiction in his novel *Ragtime*, pronounced the distinction dead; in his National Book Award address, Doctorow confidently declared that there was no longer fact or fiction, there was only narrative, something larger and more inclusive than either. Fact demands a positive, fiction a negative, comparison between a written record and the actual events. Narrative, in writing or in speech, is untied by the need for absolute proof.

'New' and 'old', applied to anything, should make us suspicious. The 'new history', which aged with startling speed, may not have been history at all but a mish-mash of sociology, anthropology and psychology, applied to the past rather than to the present. What was lost to its 'newness' was that sense of narrative, a shaped story, and a sense of time.

'Nobody is entirely clear just how 'new' the 'new history' was. It had affinities with so many earlier styles: with literary Naturalism and the reportage that accompanied that movement; with the New Journalism; with imperial records in Tsarist Russia, Bourbon France; with the great Domesday Book.

The essence of its newness lay in its stress not on battles, coronations, but on the careful documentation of social processes at all levels. Whatever the date we pick for the birth of the 'New History', it belongs to the larger phenomenon we know as the Information Age. Perhaps the most radical propagandist for the movement has been the French historian Emmanuel Le Roy Ladurie. He has constantly stressed the need for scientific history to be 'quantifiable', reducible to figures and equations. Fifteen years ago, Le Roy Ladurie prophesied that by this decade 'the historian will be a programmer or he will be nothing'. Fortunately, perhaps, few historians took him too literally.

However, they did begin to make extensive use of all sorts of information which, analysed patiently with whatever equipment or method seems appropriate, yields a picture of society more detailed and more realistically human than the old crown/battle/treaty type. (It's interesting to note that Le Roy Ladurie's best-known work, the best-selling portrait of French provincial life *Montaigne* - a kind of 14th century *Akenfield* - survives its origins in cold statistical detail and emerges as a fascinating narrative with little sign of the computer in its style.)

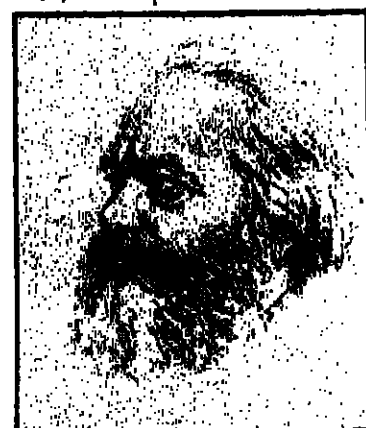
A J P Taylor once suggested that the history of modern Europe could be reduced to the biographies of four men, Napoleon, Metternich, Bismarck and Hitler. The great contribution of the 'new history' was the recognition that history must also be about ordinary people, the 'mainstreaming mass' Marx had seen as the power of the future. 'People', for the first time, included women and children; feminism was one of the most important branches of the new historical method.

For traditionalists, its subjects were odd in the extreme: sex and family life (in Lawrence Stone's *The Family, Sex and Marriage in England*), in Michael Postlethwaite's *History of Sexuality*, crime (in Eric Hobsbawm's *Bandits*, in Foucault's *Discipline and Punish*), disease (Carlo Cipol-

la's *Faith, Reason and the Plague in Seventeenth Century Tuscany*, Foucault yet again), food, sport, gambling, contraception, voting (as opposed to elections in the abstract). The 'new historians' had turned to areas which had been systematically excluded from the historical record, except as vague generalizations.

If individuals still tended to get lost under piles of facts and figures, then people did begin to re-emerge as the true subject of history. This was due largely to a new sense of what constituted historical evidence. Previously, only treaties, Parliamentary records, election results, the correspondence of public figures; the 'new history' concentrated on less elevated material: doctor's records (when available), burial books, letters from soldiers and serving girls, housewives, children away at school, private diaries, never intended for other eyes. If the level of literacy was lower, the gain was a 'hidden history', particularly that of women, but also of the mass of people who in the past had fallen into the gaps between great events or had fuelled generalizations. The dispossessed, the cannon and factory fodder, the home-makers, found their voice in history.

As technology advanced, those voices could themselves be preserved as part of a continuing historical record, a more spontaneous reflection of



Karl Marx... bumping into Freud

feelings and impressions. A J P Taylor has attacked the use of interviews, memoirs, recollections, 'old men drooling about their youth'. Taylor quite rightly fears the 'professional' and collector who creates myths and forgets what really happened. But, of course, all historical evidence has to be treated in the same sceptical way. Great men - we've seen Sir Harold Wilson, now Lord Wilson, and Richard Nixon, Eden, Butler and other - may well colour the past with guilt, pride or self-justification. Again, it's the ordinary people who have offered the most potent evidence of actual historical movements and moments.

The 'new history' hasn't aged so much as matured. The raw edges and preaching tone have been knocked away and softened. Even Le Roy Ladurie no longer believes his own prophecies of mechanical rigour. History has been able to return to narrative with a deeper awareness of what makes up its material. Both the chronological and the thematic or 'alternative' approaches now seem valid. Most important, history and literature have once again joined forces, though still more noticeably in the USA and Europe than in Britain. Here it is still only fringe figures, those with different racial backgrounds or experiences, like Salman Rushdie in *Midnight's Children* and *Shame*, the late J. G. Farrell in *The Singapore Grip* and *Troubles*, the late Paul Scott in *The Raj* Quartet and *Staying On* who have joined Americans like Mailer, Joan Didion, Truman Capote in their efforts to capture in their fiction the energies and movements that make up what we call history.

Both history and imaginative literature belong to what used to be called 'the humanities'; both are only valuable insofar as they seek out and promote anything that is human. In that search, the difference between fiction and non-fiction, imagination and so-called fact, shrinks into invisibility.

Criteria for a pass

John Bald looks at the complexities of history examinations

Sir Keith Joseph's recent interest in history examinations may have introduced him to the concept of 'severe testing-off', which appears in a document circulated to schools by the Cambridge Syndicate for Local Examinations. This is the progressive abandonment by examiners of requirements which are not met by candidates, in order to provide a satisfactory pass rate. At O level it is normally a national pass rate of around 60 per cent of candidates entered and effectively ensures that the criteria for a pass are established not by the examiners but by the performance of the candidates.

This practice seems to be a key factor in maintaining a stable relationship between teaching and examination performance based on factual recall and O level grade C. Indeed, when Cambridge restructured its examination questions to require an element of historical reasoning in each grade, it had to reassure teachers that grade C should be obtained on the basis of 'description' alone. It is ironic that an initiative designed to raise the level of reasoning in examinations should have included an official announcement that it is not required in order to pass.

The assessment of reasoning in history examinations at all levels is however a complex question. Its dimensions appear clearly in the Southern Universities Joint Board's reports on papers I and II of the 1982 Schools Council History (13-16) O level examination. The report on paper I, which tests a 'Study in Depth', and the history of medicine, is essentially a complaint. All of the traditional examination vices - reproduction of model answers, the 'irrelevant Pavlovian response' of writing an answer while ignoring the question, even failure to answer the right number of questions - are ticked off by a long-suffering examiner. Despite the innovations of the project, most teachers are apparently preparing in a conventional way for what they perceive to be a conventional examination.

By contrast, in the report on paper II, which tests historical understanding on the basis of unseen source material, we find that 'many candidates showed a real understanding of the issues underlying historical problems and the use and evaluation of sources', and that the examination itself had aroused 'interest and even enthusiasm' among the candidates. The examiner is not uncritical, particularly of those candidates who escape from the sources at the earliest opportunity, but the whole exercise seems much more constructive. A candidate had remarked in his script that 'overall this pamphlet (sic) has been very interesting'. And the examiner clearly agrees.

The SJUB report also helps explain a comment from an examiner from another board that candidates ability to reason 'seemed to come and go', depending on whether or not they had to write essays. Essays are required in paper I but not in paper II, and poor essay writing is specifically blamed for the low proportion of grade A passes. Despite the provision of source material and structured questions, essays frequently lacked coherence, relevance and structure', apart from those of a few 'more able' candidates, whose essays were 'coherent, well-argued and knowledgeable'. The ability to write an essay is clearly at the heart of O level assessment in history, even in SCHP.

The essay, however, is perceived in different ways by teachers, examiners and pupils. The examiner's view is likely to be based on the idea of a good essay - 'coherent, well-argued and knowledgeable' - described above. To the teacher, for all but the most able pupils, it is more often an obstacle to educational aims, and the pressure to hit consistently the target of grade C is very hard to resist, especially in view of the marking 'principle' admitted to by Cambridge. Most pupils appear to have no concept of an essay at all; they just write.

As a recent JMB report suggests that candidates at A level have very similar problems, there is a strong case for professional revision of the teaching of writing throughout secondary education. HMT made this point in chapter 4 of *Review of Secondary Education*,



at the same time criticizing many of the practices complained of by examiners of the SJUB. There is however no prospect of such a major undertaking as long as transcription is seen to produce acceptable examination results. History (13-16) has avoided this part of the problem rather than solve it.

The success of paper II is based instead on the identification of important aspects of historical thinking which have not previously been tested at 16-plus and the development of examination techniques to assess such thinking independently of memorised knowledge. The paper presents candidates with a selection of unseen source material surrounding a topic or event and a range of questions designed to test the use and interpretation of evidence.

Topics at O level and CSE have included the destruction of Pompeii, Drogheda, Cardinal Wolsey, the charge of the Light Brigade and the death of the Romanovs, but they are a focal point for the assessment of critical thinking rather than an end in themselves.

As no topic will have appeared previously, both examiners and candidates have to show unusual versatility. This raises particular problems for CSE examiners, who have to include questions which can be answered on the wide variety of levels according to the ability of the candidate. Mr Henry Macintosh of the Southern Regional Examinations Board quoted an interesting example of a paper written for the Secretariat of State.

Candidates had been asked to test the proposition that the reason why few pupils in a school photograph taken in 1906 wore glasses was that eyesight was better in those days than it is now. 'Correct' responses ranged from 'I think this is wrong' unsupported by argument, to a succinct suggestion that glasses may have been a luxury at the time and that 'you might as well say that the ground and the temperature was (sic) warmer because not many of them wore shoes and clothes with this range of answers, the GREB constructs an approximate hierarchy which takes account first of the levels of reasoning within each answer, and then of certain qualities

of thought that may be demonstrated in response to some questions but not others. This is a highly complex process, and is designed to apply the criteria set by the examiners to the paper as a whole rather than to individual questions, some of which may prove to be more or less demanding than anticipated. It is, however, controversial in that a candidate does not know the marks allocated to a question in advance and this aspect of the assessment has not been adopted by all boards offering examinations based on the project.

Nevertheless, both Mr Macintosh's paper and Denis Shemilt's *History (13-16) Evaluation Study* (Holmes McDougall) have clearly impressed Sir Keith, and many of the ideas introduced into the secondary curriculum by the project appear prominently in his comments on proposed criteria for the 16-plus. 'The ability to understand and interpret primary sources of evidence' is listed as an essential skill, while examiners are requested to make more specific reference to 'the nature of historical knowledge and the methods which characterize the discipline', to 'awareness of the possibility of bias' in the interpretation of evidence, and to 'the risks of anachronism in applying the perspectives of the present to the circumstances of the past'.

History examinations should help promote analytic skills and personal interests, rather than drilling in 'correct answers to standard questions' and the Secretary of State has asked boards not to pre-empt the outcome of development work designed to make 'the award of attainment in specific evidence of the subject'.

In the meantime, independent initiatives involving five GCE and five CSE boards will provide regionally-based schemes of examination for History (13-16) at 16-plus beginning in 1985.

'Knowledge and analysis in history by R J Bradbury and C A Newbould, from Cambridge Local Examinations Syndicate.'

John Bald is Tutor in Charge, Reading and Language Centre, Colchester Institute.

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Bryan Waites suggests a need for interdisciplinary inquiry to reveal hidden aspects of the past

An important part of this is the sense of place, the ethos of a particular

Dialects represent an audible but invisible part of the environment, directly influenced by the past in such a way that it can give distinctiveness to a region. Before all trace has gone of the old dialects it is part of the task of the

environmentalist, for it is likely that each region of Britain has a detectable set of interwoven attitudes, a distinctive trend in its underlying psychology, which is long-enduring and which imparts a certain special direction to virtually every kind of human activity

Bringing history alive at Queens House, Greenwich Photo: Sally and Richard Green

Gillian Thomas introduces the Heritage Education Trust

They were launched in 1977 by a local

Students on one of his courses were recently treated to a Victorian soiree in the plush Waldegrave drawing room at St Mary's. They came dressed for the occasion, were served Victorian food and entertained with music of the period. Among the "guests", thanks to the National Trust's Young Theatre Group, were Disraeli, Gladstone, and Queen Victoria herself was played by one of the college secretaries.

Just how the Trust evolves depends on its long-term funding. Martyn Dyer sees no point in it remaining purely a vehicle for the award. "We have undoubtedly generated a need for

For details of the course to be held from 4-6 January 1984 please send a SAE to A M Dyer, Heritage Education Trust, St Mary's College, Strawberry Hill, TW1 4SX.

By Colin Butler

I can, to this day, remember the unrelenting agony that Latin caused me at school. It did not help that the

Over the intervening months, I have made or renewed acquaintance with bits and pieces of Caesar, Nepos, Sallust, Livy, Pliny, Cicero, Ovid et al., sometimes in chronological order.

Problems of standardization of texts and what might be understood to constitute Medieval Latin anyway would inevitably arise, but I suspect that would turn out easier to establish working agreements in those areas.

I can, to this day, remember the maddening agony that Latin caused me at school. It did not help that the

Over the intervening months, I have made or renewed acquaintance with bits and pieces of Caesar, Nepos, Sallust, Livy, Pliny, Cicero, Ovid et al., sometimes in chronological order.

...though doubtless I shall
...on this.

to any Ancient Roman's understand-
ing. This being so, is it reasonable
either to equate change with deteriora-
tion, or to equate the learning of La-

Dr Collin Butler, is Senior Engineering Master, Borden Grammar School, Maidstone, Kent.


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Brainwave AWARDS

Carolyn O'Grady
on the third competition



The Brainwave competition was organized by *The Times Educational Supplement* and Hestair Hope to encourage teachers to produce simple aids to meet clearly defined problems in the classroom. Entries are judged in two stages: category winners and runners-up are chosen and then an overall winner is picked from these. Prizes are awarded to winners and runners-up and Hestair Hope have agreed to market those items which they feel are commercially viable.

In this, the third Brainwave competition, there were just over 300 entries. As in previous years mathematics was far in front with 99 entries while the rest were evenly spread over the other categories: special education; art and craft; science; remedial; pre-school and pupils' category.

As usual there were a lot of proposals that were clearly not Brainwaves; some were courses of work, for example. There was also a lot of re-inventing of the wheel; but overall the judges in most categories felt that there were more genuine Brainwaves than before and that picking out the winners was, therefore, more difficult.

The category judges agreed that a good aid—or Brainwave—could be defined as one that takes a complex problem and makes it simple; and the most devastating criticism of a part of the entry was that too many ideas reversed this process. Though presentation had not been emphasized in the initial publicity many judges commented that a better standard could have been hoped for.

Otherwise, the mathematics judges felt that the entry had improved this year, with competitors, for example, acknowledging the existence of computers. The science judges, too, found many good ideas, but rejected many because better solutions to the problems were already available.

Category judges in the remedial section felt that entrants put far too much emphasis on reward and penalty in the games and other aids. This was an irrelevant way of motivating pupils who long ago had probably given up competing.

The art and craft judge found that many proposals dealt with aspects of how to draw, but in such a way that thinking and discrimination were not required. This undermined the point of drawing.

Only one judge was unable to award a prize and that was in the pre-school section. This judge, while emphasizing that entries were to some extent being measured against the high standard set by commercial companies specializing in aids for pre-school children, felt that the proposals evidenced a distinct lack of imagination. There was in particular a tendency to over-analyse processes with the result that an aid ended up focusing on a specific child.

The biggest disappointment in terms of number of entries rather than quality, was the pupils' section. There were over 20 entries, but many of these had to be disqualified or redirected to other categories because the entrant had mistaken the term "Pupils' category" for a catch-all section of "aids for pupils" rather than a part of the competition in which pupils could submit ideas. Obviously if the competition were to be repeated this category would have to be more clearly defined.

However, the judge was extremely impressed with the standard of entry: "The interesting and varied nature of these entries indicates that if the real potential could be realized there is really no limit to the standard which could be reached. There were entries from seven-year-olds upwards, some quite charming and imaginative."

The Brainwave competition has now been running three years and will not be held next year. Three of the entries have found their way into Hestair Hope's catalogues and are now being widely distributed while ten more are being considered for the 1985 catalogue. We hope in addition that it has stimulated schools to produce and improve their own aids.

Prizes

Dr Oliver receives £500, the Brainwave trophy and a certificate and his school, Edgware School Green Lane, Edgware, Middlesex received £1,500. Each category winner receives £150 with £350 going to their schools. Each runner-up gets £75 and £175 for their schools.

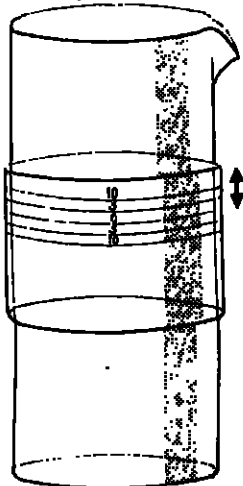
FINAL JUDGES

Chairman: Leonard Marsh, Principal of Bishop Grosseteste College, Lincoln; Heather Brigstocke, High Mistress St Paul's Girls' School, Hammersmith; Nigel Hall, Lecturer in Education in the Design for Learning Department, Manchester Polytechnic; Michael Wright of Hestair Hope; Carolyn O'Grady of *The Times Educational Supplement*.

RESOURCES

Overall winner & Science winner

Dr Raymond Oliver
Edgware School, Green Lane, Edgware,
Middlesex
Displacement cylinder gauge



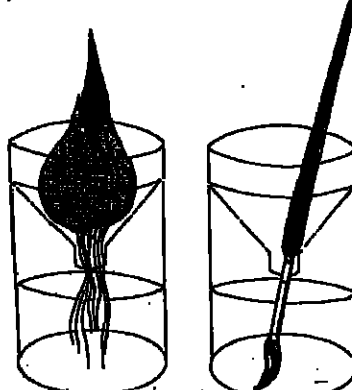
Measuring the exact level of liquid displacement in science can be extremely difficult — it is often measured inaccurately with rulers. Dr Oliver has designed a sliding scale which fits on a displacement can and may be adjusted so that the zero mark corresponds with the water level and displacement can be easily and accurately measured. It is particularly useful if experiments involve oddly shaped objects.

The judges decided that this was an extremely simple way of demonstrating a complex idea. Volume of displacement is clearly evident and the aid undoubtedly fulfils a need.

Science Runner-up

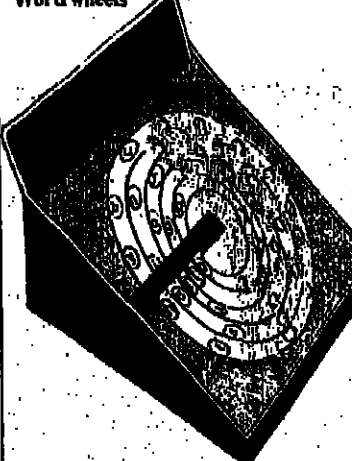
Mr Alan Roebuck
Great Cornard Middle School,
Nr Sudbury, Suffolk
Versatile container

A moulded plastic graduated beaker, this container has a funnel which fits into the top to make a watertight seal. The funnel can be corked and the whole device used as a storage bottle, or the two parts can be used separately as a general filter funnel and beaker. The funnel can be inverted into the beaker and the container used as a non-spill water pot or rain gauge. The judges felt this was a simple idea which was extremely versatile.



Pupils' category Winner

Mark Sobey
St Edwards School, Oxford
Word wheels



This word wheel is a plastic spinning wheel on which the letters can be aligned to make words.

The judge was particularly impressed with the way in which Mark had applied himself with extraordinary open-mindedness to the problem he has set. "The entrant has developed the product in a way which stretches to the full his imaginative, mental and personal qualities."

Pupils' category Runner-up

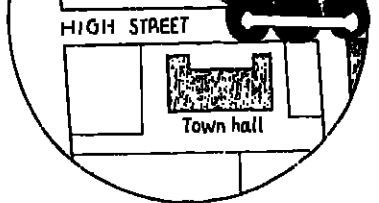
Helen Khan
Queen Elizabeth's Girls' School, High Street, Barnet, Herts
Child care cards

These cards are designed to teach students about the developmental milestones in children's lives. They are split into four basic categories of development: posture and large movement, vision and fine movement, hearing and speech, social behaviour and play.

The judges felt they had been thoughtfully designed to fulfil a clearly defined need. The flexibility of the cards added a dimension that could not be found in a book.

Mathematics Joint winners

Mr Alan Rose
St Paulinus RCP School, The Avenue, Gulsborough, Cleveland
Ms Sylvia Hopkins
Pines Infant School, Haaworth Road, Bracknell, Berkshire
Bigtrak mats

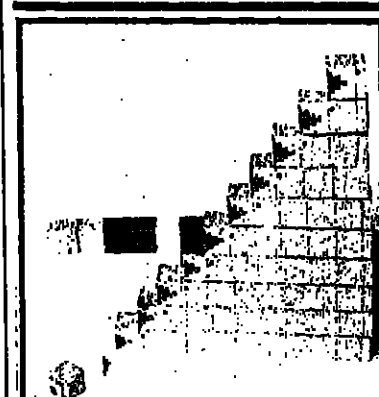


Two contestants submitted ideas for mats and games to accompany Bigtrak, the tank-like programmable toy which is considered by many educationalists as an excellent way of introducing children to computer programming.

Mr Rose has devised a number of games including "Gorilla Island", "Bigtrak NSEW" and "Around Town with Bigtrak", and worksheets setting out some ingenious problems using Bigtrak. Ms Hopkins has developed some mats which enable children to play a space game.

The judges felt there was a need for aids of this sort to develop the potential of Bigtrak and that the two winners had applied themselves imaginatively to this problem.

Mathematics Runner-up



Edwin Rankin
Plodder Lane CP School, Plodder Lane, Farnworth, Bolton
Minus monsters

Children often have difficulty with the concept of subtraction. This apparatus uses the idea of monsters — the minus 1 monster, the minus 2 monster — as an attractive way of teaching infants this idea. The judges considered it was a fascinating way of teaching subtraction, which children would love.

Special education Winner

Mrs Brenda Silencio
Rockley Mount School, Kersforth Hill Road, Barnsley, South Yorkshire
Visual and spatial awareness programme

Children with cerebral palsy are often weak or completely lacking in speech and movement. The winner of this category has designed a complete programme of training exercises to develop spatial awareness which provides a basis for the teaching of reading. Matching and pattern exercises progress to three dimensional patterns of colour and shape.

Special education Runner-up

Mrs Lesley Violet
Colne Engaine CEP School, Colne Engaine, Mr Halstead, Essex
Ring game

The game uses a number of shapes that fit together like a jigsaw puzzle that children can sit around when it is assembled. The discs are placed face down and each child has to flip one over and match it before the rest of the group have counted to three.

The game, said the judges, is "motivating and intriguing" and, though designed for ESN (M) five to nine-year-olds, could be used by many other groups.

Remedial Winner

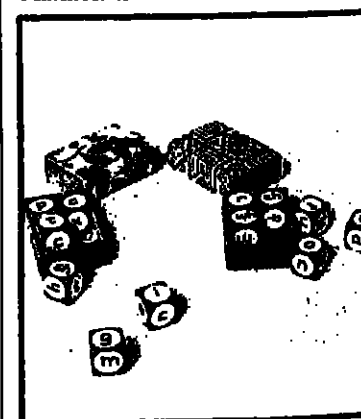
Mr David Watson
Kings Park Secondary School, 14 Feller Drive, Glasgow, G44 5BL
Target

This is a game designed round a town plan with cards giving directions for increasing levels of difficulty. Children play in teams.

The judges described it as a good linguistic aid for the secondary level — "the heart of the remedial problem". It is aimed at mixed ability groups and the skills, concepts and attitudes which can be learnt are important and relevant to their added. A good teacher could develop, extend and personalize it.

Remedial Runner-up

Mrs Doreen Nicolson
Teacher's Centre, Lord Street, Douglas, Isle of Man
Matchbox letter dice



This is a versatile aid made up of two decorated matchboxes containing six cubes on which letters of the alphabet and letter combinations are painted in striking colours. The dice could be used in many ways, for example in word making, memory games and alphabetical orders.

The judges thought the aid looked "appealing and appetizing" and liked the carefully thought out letter combinations and the opportunity the device gave for play and learning. It would go very well with the best of existing material and give lots of scope for teacher imagination.

Art and craft Winner

Mr Norman Hart
Ripley Mill Hill School, Peasehill, Ripley, Derbyshire
Colour mix

This is a small device which illustrates colour mixing. There are a number of free-spinning wheels painted in different primary colours so that when the child spins a wheel the colours converge to give a different colour.

The judges liked the fact that pupils could see the component colours and then test them.

Art and craft Runner-up

Mr Liam White
Joseph Chamberlain College, Highgate, Birmingham
Utillity shelf

A plastic shelf with recesses for water pots and colour blocks which can be attached to a wall or to the back of a chair. The shelf can be easily removed for cleaning.

A versatile tool for good housekeeping, said the judges, who added that it does not attempt to do too much but what it does it does well.

RESOURCES

The last few years have been boom years for cassettes for children but parents and teachers are still often unaware of the richness of this largely untapped vein of useful entertainment and constructive learning.

Obviously for parents cassettes are useful in preventing boredom and squabbles on long journeys or in shortening children's long hours in hospital or during convalescence; singing and dancing cassettes are excellent for parties and playgroups. Their educational potential, though, even for the very young, is considerable.

For the three to seven-year age range there is a wealth of stories, not just the cosy, warm, home-centred favourites like *Felicity Kendal* reading *All About My Naughty Little Sister* (Listen for Pleasure, £4.99) or Sally Jones reading *The Adventures of Teddy Robinson* (Tempo, £2.99), but also ones which stretch the imaginations and realms of experience.

The Ahlbergs' *Jeremiah in the Dark Woods* (Tellastory, £2.99) read by Nigel Calburn, is a delightful tale of Jeremiah Obadiah Jackenory Jones who lives with his Grandma in the middle of the Dark Woods, and it plays excitingly and humorously with words. Joan Aiken reading her own stories on *A Nestle of Raindrops* (Caedmon, £4.99) is enriching in vocabulary and imagination; Laura, whose godfather is the North Wind, the Baker's cat who grows bigger than a house after his mistress brought him in from the stormy rain and warmed him up with a saucer of yeast milk... and much more.

Tom Conti in *Emil and the Soup Tureen* (Drake Educational, £3.50 plus VAT) evokes another world altogether as he tells of the mischief of Emil, a five-year-old boy who lives on his idyllic Swedish homestead surrounded by hens, cows and lilac blossom. And Winnie the Pooh, of course, is part of the fabric of childhood. Complete with ponderous rhymes and puns, *Winnie the Pooh* (Argo, £5.99) and *The House at Pooh Corner* (Argo, £5.99) together provide three-and-a-half hours of Norman Shelley's definitive reading.

At primary school, reading books can become so tedious to a slow reader that he becomes dispirited and gives up. Careful encouragement with the right level of books and cassettes at home can make all the difference.

Pickwick's *Tell-a-Tale Ladybird* books with a short cassette have 36 titles (£1.99 each) with different levels of difficulty. Dramatized with sound effects and music, they hold the child's attention as he practises at his own pace. Teachers of remedial and dyslexic children could make good use of their new Ladybird Children's Classics like *A Tale of Two Cities* (£2.99) or *A Journey to the Centre of the Earth* (£2.99), which would interest secondary children too.

Longman Readers are also in graded levels of difficulty. Full-length, well-produced cassettes, they include popular stories like *Robin Hood* (£2.99) and *The Prince and the Pauper* (£2.99). Useful, too, are Invicta's Storytime cassettes packaged with brightly-illustrated bold type-face storybooks such as *Heidi* (£2.99) and *The Little Matchgirl* (£2.99). These are read by Susan Hampshire, who has struggled with dyslexia all her life and believes her readings can help children with similar difficulties.

The *Happy Families Stories* (Tellastory, £2.99) is the text of the Ahlbergs' Puffin picturebooks read by Carole Boyd and Peter Bartlett. They are constructive fun at home and would make a refreshing change in the remedial class, Mr Biff the Boxer being an encouraging variation from a menu of Pigs and Billy Goat Gruff. So, too, would Tempo Story-Timers cassettes, with lavishly-illustrated paperbacks, the most recent addition to the range being *Una Stubbs* reading appealing stories about kittens on *The Adventures of Cream Cake and Company* (£2.99).

Cassettes can form the critical bridge between following the words on a page with the aural stimulus to a child reading for pleasure on his own. *Storyteller*, the fortnightly colourful magazine, with cassette (£1.99), can help to form this bridge. With professional readers like Bernard Cribbins and Liza Goddard and a stimulating variety of material encompassing traditional and modern, poetry, prose and cartoon; it encourages children to enjoy the words with or without the cassette. The current special bumper Christmas issue contains a story written and illustrated by Michael Foreman and a new series is to be launched nationwide in January.

Cassettes provide entertainment and constructive background listening to home activities, but also, by giving the child confidence and whetting his appetite, they open the doors to books which otherwise might well have been closed to him. Michael Hordern's reading on seven double cassettes of C. S. Lewis's *The Chronicles of Narnia* (Academy, £5.99) is the opening of a magic case, with the leit-motif of delicately-haunting world of enchantment, the aura of symbolism in Aslan and Jadis, is powerfully and beautifully evoked. This is a series to collect for the whole family.

The Secret Garden (Argo, £5.99) is a unique experience of childhood, related with great sensitivity by Glenda Jackson. A selfish child is transformed and blossoms through the magic of a garden. The quality of the recording is so outstanding that the robin seems to sing at the child's pillow and the weeping of the invalid Colin to echo around his room.

Ronald Dahl deserves his phenomenal success and he is an excellent reader of his own work. Although the stories are available separately, *The Road to Dahl Soundbook* (Caedmon, £19.99), containing *Fantastic Mr Fox*, *Jarvis and the Giant Peach*, *Charlie and the Chocolate Factory*, *The Magic Finger* and *The Enormous Crocodile* on four handsomely-boxed cassettes, is a sound investment for home and school, providing hours of enjoyment and paving the way to the ever-expanding shelf of Dahl books.

A strikingly original story is Norton Juster's *The Phantom Tollbooth* (Caedmon, £6.99), which is read by Pat Carroll. At the end, the boy Milo returns from his myriad of thought-provoking adventures which he embarked on by waiting through the tollbooth he found waiting for him when he came home from school one day. Next day, there is no tollbooth, just a letter addressed "To Milo — who knows the way." Milo had learned the wonder of words and how never to be bored; having listened and learned to read, like Milo, a child knows the way into any world he chooses.

Cover to Cover cassettes are a new venture of unabridged classics for children and adults. Clive King's very popular *Sig of the Dumb* (£6.99) is read in its entirety by Martin Jarvis with a full characterisation on three cassettes lasting three hours 25 minutes. Other children's titles are *The Just-So Stories* (£6.99), beautifully read by the particularly apt Johnny Morris, and *The Owl Who Was Afraid of the Dark* (£6.99), read by Maureen Lipman. Further releases are imminent. Invaluable for long convalescence or long rainy days at home, they would be especially useful at school for remedial classes. Immigrant pupils learning English or merely to give variety of presentation in class.

Poetry at secondary school is often greeted with a chorus of groans, but an imaginative early start with the help of cassettes can prevent that barrier from developing and make poetry a pleasure for life. It is also an inventive basis for exercises in creative writing in poetry and prose.

You Can't Catch Me (Andre Deutsch, £2.43), written and spoken



Listen with wonder

Rachel Redford enters
the magical world of
children's cassettes



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You Can't Catch Me (Andre Deutsch, £2.43), written and spoken

by Michael Rosen, is a selection of poems with immediate appeal from his four books together with chatty anecdotes about his childhood and his young son. He is very much on the young child's level, injecting humour and rhyme into everyday events like getting dressed in the morning or having hair and nails cut: good for the first primary years.

Jack Prelutsky's *Nightmares* (Caedmon, £6.99), with its spectral sound effects and its mixture of the zany, funny and horrid which children delight in, is great inspiration.

In the desolate depths of a perilous place
The Bugeyman lurks with a smile on his face.
His People, Animals and Other Monsters (Caedmon, £6.99) is just as good: But should you roam about its home,
You need not fear the Gible

It's much too small to gobble you all, Though it might just take a nibble. BBC School Radio cassettes offer an inspiring range of poetry and stories with enormous potential for primary schools. These cassettes are available only to educational institutions, but this should include nursery schools and playgroups registered with the local authority. The catalogue is expanding and there are to be titles for the general public soon. *Stories and Rhymes* (£4.00) is a wealth of inspiration including Charles Causley's story in verse about a triceratops that comes back to life in a museum and a variety of poems about being lost, shut in and meeting giants. It is an excellent springboard for primary "talk-alouds" and creative writing.

Sixth form teachers often lament their pupils' woefully-thin background knowledge of myth in all its ramifications. To the primary child, all is enjoyable grist to his mill and he can be helped by recorded stories to absorb it for life. *King Arthur and His Knights* (Tellastory, £2.99), read by Anthony Hyde, is a sound introduction to the Arthurian legend, while *The Lion and the Unicorn* (Drake Educational, £3.50 plus VAT) is a vibrant presentation of four myths, including Chiron, the Gorgon and Phoenix, in short stories and lively songs backed by guitars and fiddles.

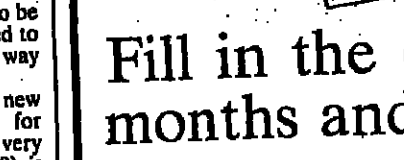
In the New Year Rachel Redford will survey cassettes for older children.

Cover to Cover cassettes are available through mail order only from Cover to Cover Cassettes, Freeport, Devizes SN10 1BR.

BBC School Radio cassettes are available to educational institutions only from Radioshop, BBC School Radio Cassette Service, Centre for Educational Technology, Civic Centre, Mold, Clwyd CH7 1YA.

Drake Educational Associates are based at 12 Whitchurch Road, Cardiff CF4 3NF.

All other cassettes are available from good book, toy and record shops. In case of difficulty, contact Hayward Promotions, 36 Wendell Road, London W12 9RS.



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MEDIA

Dogs and demons

CHILDREN'S TELEVISION

Wuffer
BBC1, Tuesdays, 4.40pm.
The Witches and the Grinyag
ITV Network, Mondays, 4.45pm.

When he discovers "an canine creature clandestinely concealed in his cinema" in the first episode of *Wuffer*, the manager knows exactly what to do. He phones Wilfred Walters, Kidbury District Council's dithering but always well-meaning dog-warden.

Despite the strong claims of both dogs and children (and actor Richard Hope who plays the warden) admits to having enjoyed working with both! Walters, nicknamed Wuffer, is very funny the star of the BBC's new children's comedy series. We see him out on the job, unwittingly capturing a wolf and clambering over the rooftops

in search of a mongrel - and we see him in his office.

There he is not so successful; a born canine communicator, interpersonal relationships at the Town Hall defeat him. Wuffer is the despair of his boss Mr Wilberforce and the sworn enemy of Rob Robinson with whom he shares an office. A state of perpetual warfare rages over their shared desk in which the pencil sharpener and rubber-bands are traded back and forth like Per-shings and SS-20s at Geneva.

The only person with whom Wuffer can really relate is Maggie, the one-time cinema usherette who has a

different job every time he meets her. She too is one of life's victims, and by the end of the series we are promised that the couple will be dog-walking together - or maybe she is just leading him on.

A world away from the manic slapstick of *Renegade*, *Wuffer* marks a welcome new departure in BBC children's comedy. Written to amuse 8 to 12-year-olds, John Challen's gentle, affectionate scripts will also have a lot to say to any adults who happen to be watching at 4.40pm. They are understated and played for real. If the previews are anything to go by, one

episode will leave you amused, two will have you hooked.

The Witches and the Grinyag is a new drama series from TV South, adapted from the book by Dorothy Edwards. Like the title, it is involved and complex, a tale of the supernatural with a moving church and a grotesque little gargoyle which literally fell off the back of a lorry. Plenty there to intrigue a juvenile audience if not the younger members of the cast who, in the first episode at least, plodded their way through the script as if they'd been dealing with demons every day of their lives.

Hugh David

briefings
radio & tv

Open University

THE ALVEY PROGRAMME

(Sunday 11.00, BBC2)
One of three programmes highlighting the recommendations of the Alvey Report, which generally advocated collaborative research in Information Technology. Here experts speculate on the role of man when a computer program is able to take more reliable decisions.

THE EFFECTIVE MANAGER

(Sunday 11.25, BBC2)
A dramatization of the trials and tribulations facing a newly-appointed manager as he tries to come to grips with his job and keep up with his family.

Continuing education and general interest

UNDERSTANDING TODDLERS

(Friday Dec 9, 12.30, ITV)
What is it like to have a hyperactive child? Should drugs be used to calm him down? Anna Ford presents the problems and reports on the research being carried out.

LETTER TO POLAND

(Sunday 21.15, C4)
A documentary made for the "People to People" series looks at the role and character of Poles in exile today and their efforts to preserve their essential Polishness.

BE YOUR OWN BOSS

(Monday 18.30, C4)
"Technology and Labour" features the successes of firms like Amstrad and a frozen cake manufacturer; one relying on modern technology, the other on a larger workforce.

ROCKSCHOOL

(Tuesday 18.40, BBC2)
Reggae musicians Sly Dunbar and Robbie Shakespeare show how reggae is performed, while its structure and discipline are explained in the studio by Deirdre, Geoff and Henry.

LIKE OTHER CHILDREN

(Wednesday 18.30, C4)
"Living in the Same World" is the second of two programmes on the special needs of mentally and physically handicapped children in education. Presents here the arguments for integrating disabled people in colleges.

THE REITH LECTURES

(Wednesday 19.45, Radio 4)
Sir Douglas Wlass completes his comments on the inefficiency of the British system of government, urging both Parliament and Ministers to take account of the views of the enlightened public.

TODAY'S HISTORY

(Thursday 18.30, C4)
Traces the idea of childhood from the 16th century when children were miniature adults, through the 19th century when they were an essential part of the industrial workforce to the present day, when childhood is becoming shorter.

THE GREAT PALACE: THE STORY OF PARLIAMENT

(Thursday 9.30, BBC2)
How are laws made? Unique film of parliamentary meetings, civil service background work and a Commons division helps to explain the steps necessary before a bill becomes law.



David Housdon



Striking images

Bob Catterall reviews a series on threats to the "Fragile Earth"

against predators by the use of poisonous or indigestible chemicals. The proboscis monkey's double stomach enables it to cope with the non-poisonous but almost indigestible leaves of the Sonneratia tree.

On the surface of the swamp male fiddler crabs, each with a giant claw, vigorously contesting territory. The struggle over and the territory successfully defended, fiddler crabs mate face-to-face and the same giant claw appears to stroke the female. (No socio-biological crudities about what is "natural" to humanity lies behind these programmes.) Soon the crabs released by pregnant females on the highest tide both ensure the continued existence of the species and nourish and sustain the marine life of the swamp.

The reproduction of the species and of the tidal forest itself is assured so long as they can resist the encroachment of "development". These threats

come not only directly to the tidal forests but also indirectly via the rain forests inland, which provide the mangrove swamps with the sedimentation on which life on that part of the fragile earth depends.

In these and the remaining films - including, thankfully, two films ("Korup" and "Pantanal") that are to be repeated after an earlier showing on Channel 4 - there is a remarkable combination of sensory and vision with consummate technical skill and imagination. In these and other ways, for example the use of natural noises as well as specially composed music, these films are of the highest standard. They come from Partridge Productions which is also associated with the Earthlife Foundation in what is now nearing a last-moment campaign for the future of the rain forests.

It is right that the last of these programmes, complete with reindeer, snow and grizzly bears rolling over and

over in their own playful delight at just being, should be transmitted on the afternoon of Christmas Day. If, though, we are to be able to grasp the complexities as well as the pleasures of these films, the distributors will need to make them available immediately to schools and colleges and with more back-up material than is supplied by Channel 4 (an illustrated booklet, "Fragile Earth" with an ecological emphasis is available).

These films can be seen as in a sense "classic" key documents and evaluations not just about our "environment" but also about our actual existence. They challenge our own generation as well as the generation we teach. What the series awakens, as rarely if ever before, is wonder and sheer joy at the continuous creativity of the fragile earth, but also a full realization of the genocidal nature and implications of the extermination of species at a rate that is now near to irreversible.

Battle for coverage

VIDEO

Falklands: Task Force South

BBC Video
All formats available, price £34.95 from BBC World Bookshop, Bush House, The Strand, London WC2.
Battle for the Falklands
ITN/Granada Video
Betamax or VHS, price £30.59 (incl p&p) from Karen Ford, Thorn-EMI Video Ltd, Upper St Martin's Lane, London WC2H 9ED.

According to the hacks who were there (and hacks was what they wanted to be called) it was more difficult than getting the good news from Ghent. Aix to get film and videotape back from the Falkland Islands in April and May last year. The sheer distance as much as Government restrictions meant delay and frustration and for us back home the novelty of pooled reports - the same film being shared by both the BBC and ITN.

Like the nightly news bulletins, there is, therefore, considerable similarity between the retrospective video compilations put together by each team. *Battle for the Falklands*, produced by ITN (in association with Granada Video) and the BBC's *Task Force South* (Granada Video) are both

lands: *Task Force South* contains very much the same footage and cover virtually identical ground so that only would-be journalists or trainee film editors will ever need to sit through both. Comparisons, though, are entertaining.

The BBC makes a pre-emptive strike for authority by stirring things off with Richard Baker. He introduces *Falklands: Task Force South* talking straight to camera, solemnly seated in a black-draped studio, but then disappears into voice-over as tactical recordings of Brian Hanrahan.

In contrast, ITN goes for the dramatic approach. Apart from Michael Nicholson's moving, brilliant eye-witness account of the attack on Sir Galahad and Sir Tristram at Bluff Cove and a couple of interviews from Jeremy Hande, actor Ian Holm is the programme's invisible narrator, reading a script written by Mary Lewis. *Battle for the Falklands* also has a

special signature tune - a stirring march called "Task Force South" which could have been written for *The Dam Busters* - and a lot more politicians. The BBC contents itself with Mrs Thatcher ("Rejoice!"); ITN gives us Lord Carrington, Francis Pym and even Al Haig.

There are other differences too. While the BBC takes a broad, panoramic view of the events of the actual conflict, ITN divides its account into nine different "chapters", one of which is entirely devoted to the historical background. In 13 minutes it sketches in the history of the Falkland Islands from their discovery by the British in 1592 to the Argentine scrap-metal dealers' "invasion" of South Georgia in 1982 (an event the BBC surprisingly does not even mention).

Good, illuminating stuff. But then the programme goes on to take a curious, old-fashioned, deterministic view of events which on occasion makes the commentary sound like

British Movietone News. "The ill-fated HMS Antelope", says Ian Holm at one point, "destined for a lucky escape and then destruction in the waters of San Carlos".

Nevertheless, *Battle for the Falklands* is still the more conscious, crafted account, with fades, freeze-frames, computer graphics and "artistic" film editing. It has a beginning, a middle and an end. Real life, however, is seldom that tidy, and despite its odd lack of context the more rough-hewn *Falklands: Task Force South* better conveys the minute-to-minute actuality of the campaign.

Disappointingly though, nowhere in its 14 minutes do we hear the most famous phrase to have come out of the conflict: Brian Hanrahan's circumlocutory comment about counting them all out and counting them back. For that you have to go to ITN who acknowledges his authority - but then misquotes him.

David Housdon

Classified Advertisements

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organised for this purpose

various locations including
Aberdeen, Denbigh, Colwyn Bay and
various other locations in the
North Wales area.

to the undersigned

as soon as possible but
MBER, 1983. Further details
ated candidates as they
(EIAF in any correspondence).
HOWARD DAVIES
Director of Education
shire Hall, Mold
(3425)
COUNTY COUNCIL

PREP SCHOOLS

(continued)

Science

OXFORDSHIRE

SCIENCE TEACHER required, preferably for April 1984, to teach throughout the year. Full-time position. Salary £14,000. Applications should be sent to the Headmaster, St. Hugh's School, Oxford, OX1 2EP. Tel: 01865 254124.

Other than by Subject Classification

Other Assistants

LONDON

HEAD OF PREPARATORY SCHOOL. Full-time position. Salary £14,000. Applications should be sent to the Headmaster, St. Hugh's School, Oxford, OX1 2EP. Tel: 01865 254124.

LINCOLNSHIRE

PREPATORY PREPARATORY SCHOOL. Full-time position. Salary £14,000. Applications should be sent to the Headmaster, St. Hugh's School, Oxford, OX1 2EP. Tel: 01865 254124.

HERTFORDSHIRE

HEATH MOUNT SCHOOL. Full-time position. Salary £14,000. Applications should be sent to the Headmaster, St. Hugh's School, Oxford, OX1 2EP. Tel: 01865 254124.

BRENT

LONDON BOROUGH OF BRENT. Full-time position. Salary £14,000. Applications should be sent to the Headmaster, St. Hugh's School, Oxford, OX1 2EP. Tel: 01865 254124.

CORNWALL

MID-CORNWALL COLLEGE. Full-time position. Salary £14,000. Applications should be sent to the Headmaster, St. Hugh's School, Oxford, OX1 2EP. Tel: 01865 254124.

COLLEGE OF FURTHER EDUCATION

BARNLEY. Full-time position. Salary £14,000. Applications should be sent to the Headmaster, St. Hugh's School, Oxford, OX1 2EP. Tel: 01865 254124.

BRENT

LONDON BOROUGH OF BRENT. Full-time position. Salary £14,000. Applications should be sent to the Headmaster, St. Hugh's School, Oxford, OX1 2EP. Tel: 01865 254124.

BRIGHTON

DAVON COLLEGE. Full-time position. Salary £14,000. Applications should be sent to the Headmaster, St. Hugh's School, Oxford, OX1 2EP. Tel: 01865 254124.

ESSEX

COUNTY COUNCIL. Full-time position. Salary £14,000. Applications should be sent to the Headmaster, St. Hugh's School, Oxford, OX1 2EP. Tel: 01865 254124.

KENT

COUNTY COUNCIL. Full-time position. Salary £14,000. Applications should be sent to the Headmaster, St. Hugh's School, Oxford, OX1 2EP. Tel: 01865 254124.

KIRKLEES

METROPOLITAN COUNCIL. Full-time position. Salary £14,000. Applications should be sent to the Headmaster, St. Hugh's School, Oxford, OX1 2EP. Tel: 01865 254124.

Central Regional Council Education Department FALKIRK COLLEGE OF TECHNOLOGY

Falkirk College is a major College of Further and Higher Education situated in the industrial belt of Central Scotland. It is organised in eight Departments and offers a comprehensive range of courses up to Higher Diploma and Degree level, in the fields of Business, Management and Secretarial Studies; Construction; Engineering (Civil, Electrical, Fabrication, Mechanical and Production); General and Related Subjects; Health, Communication Studies; Mathematics and Computing; Science, Food and Health. There are over 8,000 enrolled students (all modes of attendance) with a full-time academic staff of 250.

Applications are invited for the post of

PRINCIPAL

which will become vacant through retirement early in 1984. Applicants should have a suitable qualification at Honours Degree or equivalent level, preferably with an appropriate professional qualification, an approved teaching qualification, and relevant experience in industry or commerce. Significant experience in a full-time post of responsibility which has included planning, development and organisation of non-advanced and advanced level courses is an essential requirement.

SALARY: The College is Group 8 (current pointage 3530) in terms of the Scottish Teachers' Salaries Memorandum 1980. Salary currently £23,457 per annum. Further details and forms of application are available from the Director of Education, Central Regional Council, Viewforth, Stirling, FK8 2ET. Completed application forms, amplified by an accompanying letter, should be returned under "Confidential" cover to the undersigned address by Friday, 30th December, 1983.

Applications are invited for the post of

DEPUTY PRINCIPAL

which has become vacant through retirement

Applicants should have a suitable qualification at Honours Degree or equivalent level, preferably with an appropriate professional qualification, an approved teaching qualification, relevant experience in industry or commerce and appropriate experience in a full-time post of responsibility in Further Higher Education. The Deputy Principal will be responsible to the Principal for the effective organisation, co-ordination and control of the full range of educational and administrative activities in the College within agreed staffing and budget levels. The Deputy will be required to exercise considerable initiative in acting on behalf of the Principal, particularly in his absence, and will also have direct responsibility for the planning, development and organisation of the academic work in a Group of College Departments and for monitoring and controlling certain functions and activities on a College basis.

SALARY: The College is Group 8 (current pointage 3530) in terms of the Scottish Teachers' Salaries Memorandum 1980. Salary currently £21,755. Completed application forms, amplified by an accompanying letter, should be returned under "Confidential" cover to the undersigned address by Friday, 30th December, 1983. Further details and forms of application for the above two posts are available from the Director of Education, Room 211, Central Regional Council, Viewforth, Stirling, FK8 2ET. Applications are invited from suitably qualified persons for the undersigned post.

GENERAL EDUCATION — Senior Lecturer III in Vocational Studies

Applicants should hold an appropriate Honours degree together with an approved teacher training qualification and should preferably have had experience in industry or commerce. The post involves responsibility for developing, co-ordinating and supervising the teaching in a wide range of work in Communication and Languages on SCOTBEC and SCE courses including the SHND in Communication Studies. The SL III will be a key member of the senior departmental staff team and will be expected to participate in general college and departmental administration. The person appointed will be responsible to the Principal through the Head of Department of General Education.

SALARY SCALE: Senior Lecturer III — £12,228 — £13,572. Placing will be given for appropriate industrial and full-time teaching experience. Further details and forms of application are available from the Director of Education, Central Regional Council, Viewforth, Stirling, FK8 2ET. Completed application forms, for this post only should be returned to the Principal, Falkirk College of Technology, Grangemouth Road, Falkirk FK2 9AD within 15 days of the appearance of this advertisement. (3445)

The County Council of Hereford & Worcester

EVESHAM COLLEGE OF FURTHER EDUCATION

Appointment of

VICE PRINCIPAL

Applications are invited for the above post. Duties to commence May 1984. Candidates should have proven administrative and organising ability with substantial experience in further education and a total commitment to the development of post-16 education and training.

Salary within the range for a Group 4 College, i.e. £15,264 to £16,200 per annum. Further details and application form available from the Principal, Evesham College of Further Education, Cheltenham Road, Evesham, Worcestershire WR11 6LP. Please apply as soon as possible. (3419)

London Borough of Croydon

APPOINTMENT OF ASSISTANT PRINCIPAL (PERSONNEL AND STUDENT AFFAIRS) CROYDON COLLEGE

Salary £17,277 — £18,972 (equivalent to Head of Department 6 plus London Allowance)

Applications are invited for the above post tenable as soon as possible. Croydon College is a large institution of further and higher education, organised into four faculties serving the needs of both Croydon and the region. It offers a broad range of educational opportunities for trades and professions in industry and commerce, developing courses ranging from day release for young apprentices to professional and post-graduate studies.

The Assistant Principal (Personnel and Student Affairs) will be responsible to the Principal for the provision of comprehensive personnel services in the College including the administration of the appointment, promotion and dismissal of staff, for advising on terms and conditions of service and for the oversight and supervision of students and student affairs.

Candidates for this post should have substantial experience in further and higher education. Experience at senior management level would be an advantage.

Application forms and further details are obtainable from the Director of Education (TAS), Education Department, Taberner House, Park Lane, Croydon, Tel. No. 01-888 4433 ext. 2280. Applications should be returned by 25th December 1983. Candidates are also invited to contact the Principal of the College, Mr. P. Phillips, on 01-888 8271 for further details and a discussion with regard to the nature and extent of the post. (3472)

London Borough of Croydon

APPOINTMENT OF VICE-PRINCIPAL, CROYDON COLLEGE

Salary £21,345 (Group 9 plus London Allowance)

Applications are invited for the above post tenable as soon as possible.

Croydon College is a large institution of further and higher education, organised into four faculties serving the needs of both Croydon and the region. It offers a broad range of educational opportunities for trades and professions in industry and commerce, developing courses ranging from day release for young apprentices to professional and post-graduate studies. The Vice-Principal will be accountable to the Principal for the planning, co-ordination and supervision of the academic work of the College.

Candidates for the post should have substantial experience in further and higher education. Experience at Senior Management level would be an advantage. Application forms and further details are obtainable from the Director of Education (TAS), Education Department, Taberner House, Park Lane, Croydon, Tel. No. 01-888 4433 ext. 2280. Applications should be returned by 23rd December 1983.

Candidates are also invited to contact the Principal of the College, Mr. P. Phillips, on 01-888 8271 for further details and a discussion with regard to the nature and extent of the post. (3471)

Humberston County Council

HULL COLLEGE OF FURTHER EDUCATION
Principal: A. Tuck, BSc, CEng, MIEE, MIERE, FRSA

Faculty Headships (Three Posts)

Applications are invited from persons with proven ability in Departmental Management for the following posts of Head of Faculty.

The successful applicant should have suitable professional qualifications together with wide academic experience in one or more of the departments indicated.

Head of the Faculty of Technology

This Faculty includes:
(i) The Department of Engineering
(ii) The Department of Building and Civil Engineering
(iii) The Department of Building, Electrical and Mechanical Services

Head of the Faculty of Business, Food and Caring Services

This Faculty includes:
(i) The Department of Business Studies
(ii) The Department of Secretarial Studies
(iii) The Department of Catering and Caring Subjects
(iv) The Division of Communications in General Studies

Head of the Faculty of General and Alternative Education

This Faculty includes:
(i) The Department of General Education and Liberal Arts
(ii) The Department of General Education, Mathematics and Sciences
(iii) The Department of Alternative Education and Foundation Studies

The successful applicant will take responsibility for the overall direction and administration of a Faculty. In addition each will be responsible for some particular activities on a College basis, for example Curriculum Development, Staffing, Sites and Buildings. The three Faculty Heads, together with the Principal and the two Vice-Principals, will form the College Directorate.

Salary: Head of Department, Grade V, £15,390 — £17,091 per annum. Starting salary dependent upon qualifications, age and experience.

Application forms and further particulars may be obtained from the Administrative Officer (Personnel), Hull College of Further Education, Queen's Gardens, Hull, North Humberside. Telephone: (0482) 29949 (Ext. 236). Closing date 30th December, 1983.

Disabled candidates whose applications have the written support of their D.O. will be guaranteed an interview. (3438)

Hull College of Further Education

Staffordshire Education Committee Burton upon Trent Technical College Principal: D.T. King, B.Sc. Tech., M.Sc., C.Eng., F.I.E.E., M.I.E.R.E.

Head of Department of Art, Design and Adult Education

Grade II £11,970 — £13,494 per annum

The person appointed will be expected to develop the work of this new department which is being established on 1 September 1984. The successful candidate will also be appointed as Acting Principal of the Burton School of Art and Crafts for the Summer Term 1984. From 1st September 1984 the functions of the School of Art and Crafts will be transferred to the Technical College.

Further particulars and forms of application may be obtained from the Principal, Burton upon Trent Technical College, Lichfield Street, Burton upon Trent, Staffs., DE14 3RL, telephone Burton 45401 extension 303, to whom applications should be returned by Friday, 23rd December, 1983.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (3435)

Staffordshire County Council

CHESHIRE COUNTY COUNCIL SOUTH CHESHIRE COLLEGE

Department of Business and Secretarial Studies

Principal Lecturer Deputy Head of Department

Applications are invited for the above post from suitably qualified and experienced candidates.

Salary Scale: £12,319 — £13,938 per annum

Application form and further particulars may be obtained from:

The Principal,
South Cheshire College,
Dale Bank Avenue,
Crewe,
Cheshire CW2 5AB
Tel. (0270) 69133 (3428)

STAFFORDSHIRE COLLEGE OF FURTHER EDUCATION

Upper Moor Road, Burton upon Trent, Staffs., DE14 3RL. Applications are invited for the post of:

LECTURER GRADE I IN COMMERCIAL STUDIES (Two Posts)

Applicants should have a suitable professional qualification and relevant experience in industry or commerce. The successful candidate will be responsible for the teaching of Commercial Studies at the College.

Further particulars and forms of application may be obtained from the Principal, Staffordshire College of Further Education, Upper Moor Road, Burton upon Trent, Staffs., DE14 3RL, telephone Burton 45401 extension 303, to whom applications should be returned by Friday, 23rd December, 1983.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (3435)

Staffordshire Education Committee
Burton upon Trent Technical College
Principal: D.T. King, B.Sc. Tech., M.Sc., C.Eng., F.I.E.E., M.I.E.R.E.

Head of Department of Art, Design and Adult Education

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Further particulars and forms of application may be obtained from the Principal, Staffordshire College of Further Education, Upper Moor Road, Burton upon Trent, Staffs., DE14 3RL, telephone Burton 45401 extension 303, to whom applications should be returned by Friday, 23rd December, 1983.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (3435)

Staffordshire Education Committee
Burton upon Trent Technical College
Principal: D.T. King, B.Sc. Tech., M.Sc., C.Eng., F.I.E.E., M.I.E.R.E.

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Burton upon Trent Technical College
Principal: D.T. King, B.Sc. Tech., M.Sc., C.Eng., F.I.E.E., M.I.E.R.E.

Head of Department of Art, Design and Adult Education

Grade II £11,970 — £13,494 per annum

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Further particulars and forms of application may be obtained from the Principal, Burton upon Trent Technical College, Lichfield Street, Burton upon Trent, Staffs., DE14 3RL, telephone Burton 45401 extension 303, to whom applications should be returned by Friday, 23rd December, 1983.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (3435)

ilea colleges

Applications are invited for the following posts. Salary scales are shown in brackets. Details of duties and responsibilities are available on request. Applications should be sent to the Principal, ilea colleges, 150 Tottenham Court Road, London W1P 0LP. Tel: 01-477 2200.

LECTURER GRADE I (and part-time pro rata). On an approved teaching qualification, an approved teaching qualification, and relevant experience in industry or commerce. Significant experience in a full-time post of responsibility which has included planning, development and organisation of non-advanced and advanced level courses is an essential requirement.

SALARY: The College is Group 8 (current pointage 3530) in terms of the Scottish Teachers' Salaries Memorandum 1980. Salary currently £23,457 per annum. Further details and forms of application are available from the Director of Education, Central Regional Council, Viewforth, Stirling, FK8 2ET. Completed application forms, amplified by an accompanying letter, should be returned under "Confidential" cover to the undersigned address by Friday, 30th December, 1983.

DEPUTY PRINCIPAL which has become vacant through retirement

Applicants should have a suitable qualification at Honours Degree or equivalent level, preferably with an appropriate professional qualification, an approved teaching qualification, relevant experience in industry or commerce and appropriate experience in a full-time post of responsibility in Further Higher Education. The Deputy Principal will be responsible to the Principal for the effective organisation, co-ordination and control of the full range of educational and administrative activities in the College within agreed staffing and budget levels. The Deputy will be required to exercise considerable initiative in acting on behalf of the Principal, particularly in his absence, and will also have direct responsibility for the planning, development and organisation of the academic work in a Group of College Departments and for monitoring and controlling certain functions and activities on a College basis.

SALARY: The College is Group 8 (current pointage 3530) in terms of the Scottish Teachers' Salaries Memorandum 1980. Salary currently £21,755. Completed application forms, amplified by an accompanying letter, should be returned under "Confidential" cover to the undersigned address by Friday, 30th December, 1983. Further details and forms of application for the above two posts are available from the Director of Education, Room 211, Central Regional Council, Viewforth, Stirling, FK8 2ET. Applications are invited from suitably qualified persons for the undersigned post.

GENERAL EDUCATION — Senior Lecturer III in Vocational Studies

Applicants should hold an appropriate Honours degree together with an approved teacher training qualification and should preferably have had experience in industry or commerce. The post involves responsibility for developing, co-ordinating and supervising the teaching in a wide range of work in Communication and Languages on SCOTBEC and SCE courses including the SHND in Communication Studies. The SL III will be a key member of the senior departmental staff team and will be expected to participate in general college and departmental administration. The person appointed will be responsible to the Principal through the Head of Department of General Education.

SALARY SCALE: Senior Lecturer III — £12,228 — £13,572. Placing will be given for appropriate industrial and full-time teaching experience. Further details and forms of application are available from the Director of Education, Central Regional Council, Viewforth, Stirling, FK8 2ET. Completed application forms, for this post only should be returned to the Principal, Falkirk College of Technology, Grangemouth Road, Falkirk FK2 9AD within 15 days of the appearance of this advertisement. (3445)

FIFE REGIONAL COUNCIL

GLENROTHES & BUCKHAVEN TECHNICAL COLLEGE

LECTURER A ELECTRONICS

Applications are invited from graduates or equivalent with industrial experience in the field of Digital Electronics. Control or design of microprocessors would be an advantage.

The successful candidate will be concerned with a range of courses including those leading to technician qualifications in microprocessors or microcomputers. The successful candidate will be responsible for the teaching of these courses and for the development of the microprocessor project work which is available in the College Microprocessor Workshop.

Salary: £8,319 — £12,228. Rented housing may be available in the new town. Further information from the Head of Department, Engineering, Stanton Road, Glenrothes, Fife, KY6 2JZ. Tel: 01463 77223.

Completed application forms should be returned to the Director of Education, Regional Offices, Wemyss Road, Wemyss, Fife, KY21 1JL. Applications should be returned by 23rd December 1983. A stamped self-addressed envelope, quoting reference 598. Closing date 3rd January 1984. (3444)

Metropolitan Borough of Stockport STOCKPORT COLLEGE OF TECHNOLOGY

Applications are invited for the following posts, duties to commence as soon as possible:

Department of Applied Social Sciences
LECTURER GRADE I in CHILD DEVELOPMENT AND HEALTH

Primarily to teach on the Nursery Nursing Course (NNEB). Applicants should be qualified as State Registered Nurses and as Health Visitors. A teaching qualification would be advantageous.

Salary scale: £6,549 — £9,735.

Department of Management and Business Studies
LECTURER II in TRAVEL AND TOURISM

To lead and develop the Travel and Tourism Section for BEC National Diploma students initially and for higher level in due course. Experience in the travel trade is essential. A relevant professional qualification would be an advantage.

It is hoped to interview by the 31st January 1984 and any applicant who has not been invited by that date should consider that their application has been unsuccessful.

Salary scale: £7,215 — £11,568. Application forms and further particulars for both these positions may be obtained from the Principal, Stockport College of Technology, Wallington Road South, Stockport, SK1 3UG on receipt of a stamped self-addressed envelope, quoting reference 598. Closing date 3rd January 1984. (3401)

ilea Inner London Education Authority

LONDON COLLEGE OF FASHION
20 John Prince's Street, London W1

Applications are invited for the following post:

Head of Department V of Hairdressing & Beauty Therapy

The Governors invite applications for the post of Head of Department of Hairdressing & Beauty Therapy which has become vacant following the death of M. L. Santoro.

Applicants should have appropriate qualifications and experience in a post of comparable responsibility in industry and/or Further/Higher Education.

Salary in accordance with Burnham (FE) agreement on a scale £15,390 — £17,091 (plus £987 Inner London Allowance). Further information and application forms; returnable within 14 days of this advertisement, from the Principal, London College of Fashion, 9/12 Barrett Street, London W1. ILEA is an equal opportunities employer. (3401)

COLLEGES OF FURTHER EDUCATION

LANCASHIRE COUNTY COUNCIL

AN EQUAL OPPORTUNITY EMPLOYER

LANCASHIRE COLLEGE OF FURTHER EDUCATION
Moss Lane, Bolton, Lancashire, Bk10 4JF

Required as soon as possible. Lecturer in Business Studies, to teach Business Studies, to commence on 1st January 1984 or as soon as possible after that date.

Formal further details obtainable from the Principal, Lanchashire College of Further Education, Moss Lane, Bolton, Lancashire, Bk10 4JF.

Required as soon as possible. Lecturer in Business Studies, to teach Business Studies, to commence on 1st January 1984 or as soon as possible after that date.

Formal further details obtainable from the Principal, Lanchashire College of Further Education, Moss Lane, Bolton, Lancashire, Bk10 4JF.

LEICESTER

CITY COUNCIL
EDUCATION DEPARTMENT
EDUCATION OFFICER
Leicester City Council, Education Department, 100, Victoria Road, Leicester, LE1 7JF

Applications are invited from suitably qualified persons for the following post vacant from 1st January 1984.

EDUCATION OFFICER
The Education Officer will be responsible for the day-to-day running of the Education Department and will have a wide range of duties.

Further details and application forms are available from the Education Officer, 100, Victoria Road, Leicester, LE1 7JF.

Formal further details obtainable from the Principal, Lanchashire College of Further Education, Moss Lane, Bolton, Lancashire, Bk10 4JF.

HERFORD AND WORCESTER EDUCATION COMMITTEE

NORTH WORCESTER COLLEGE
Bromsgrove, Worcestershire, B61 1JF

Applications are invited from suitably qualified persons for the following post vacant from 1st January 1984.

EDUCATION OFFICER
The Education Officer will be responsible for the day-to-day running of the Education Department and will have a wide range of duties.

Further details and application forms are available from the Education Officer, 100, Victoria Road, Leicester, LE1 7JF.

Formal further details obtainable from the Principal, Lanchashire College of Further Education, Moss Lane, Bolton, Lancashire, Bk10 4JF.

MANCHESTER CITY OF MANCHESTER EDUCATION COMMITTEE

EDUCATION OFFICER
Manchester City Council, Education Department, 100, Victoria Road, Manchester, M1 7JF

Applications are invited from suitably qualified persons for the following post vacant from 1st January 1984.

EDUCATION OFFICER
The Education Officer will be responsible for the day-to-day running of the Education Department and will have a wide range of duties.

Further details and application forms are available from the Education Officer, 100, Victoria Road, Leicester, LE1 7JF.

Formal further details obtainable from the Principal, Lanchashire College of Further Education, Moss Lane, Bolton, Lancashire, Bk10 4JF.

ROCHDALE TECHNICAL COLLEGE

EDUCATION OFFICER
Rochdale Technical College, Rochdale, Lancashire, Bk10 4JF

Applications are invited from suitably qualified persons for the following post vacant from 1st January 1984.

EDUCATION OFFICER
The Education Officer will be responsible for the day-to-day running of the Education Department and will have a wide range of duties.

Further details and application forms are available from the Education Officer, 100, Victoria Road, Leicester, LE1 7JF.

Formal further details obtainable from the Principal, Lanchashire College of Further Education, Moss Lane, Bolton, Lancashire, Bk10 4JF.

STAFFORDSHIRE EDUCATION COMMITTEE

EDUCATION OFFICER
Staffordshire Education Committee, Stafford, Staffordshire, Bk10 4JF

Applications are invited from suitably qualified persons for the following post vacant from 1st January 1984.

EDUCATION OFFICER
The Education Officer will be responsible for the day-to-day running of the Education Department and will have a wide range of duties.

Further details and application forms are available from the Education Officer, 100, Victoria Road, Leicester, LE1 7JF.

Formal further details obtainable from the Principal, Lanchashire College of Further Education, Moss Lane, Bolton, Lancashire, Bk10 4JF.

BUCKINGHAMSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT
Buckinghamshire County Council, Education Department, 100, Victoria Road, Buckingham, Bucks, HP11 2JF

Applications are invited from suitably qualified persons for the following post vacant from 1st January 1984.

EDUCATION OFFICER
The Education Officer will be responsible for the day-to-day running of the Education Department and will have a wide range of duties.

Further details and application forms are available from the Education Officer, 100, Victoria Road, Leicester, LE1 7JF.

Formal further details obtainable from the Principal, Lanchashire College of Further Education, Moss Lane, Bolton, Lancashire, Bk10 4JF.

University Appointments

OXFORD UNIVERSITY
Applications are invited from suitably qualified persons for the following post vacant from 1st January 1984.

EDUCATION OFFICER
The Education Officer will be responsible for the day-to-day running of the Education Department and will have a wide range of duties.

Further details and application forms are available from the Education Officer, 100, Victoria Road, Leicester, LE1 7JF.

Formal further details obtainable from the Principal, Lanchashire College of Further Education, Moss Lane, Bolton, Lancashire, Bk10 4JF.

Formal further details obtainable from the Principal, Lanchashire College of Further Education, Moss Lane, Bolton, Lancashire, Bk10 4JF.

BUCKINGHAMSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT
Buckinghamshire County Council, Education Department, 100, Victoria Road, Buckingham, Bucks, HP11 2JF

Applications are invited from suitably qualified persons for the following post vacant from 1st January 1984.

EDUCATION OFFICER
The Education Officer will be responsible for the day-to-day running of the Education Department and will have a wide range of duties.

Further details and application forms are available from the Education Officer, 100, Victoria Road, Leicester, LE1 7JF.

Formal further details obtainable from the Principal, Lanchashire College of Further Education, Moss Lane, Bolton, Lancashire, Bk10 4JF.

CANTERBURY CHRIST CHURCH COLLEGE

EDUCATION OFFICER
Canterbury Christ Church College, Canterbury, Kent, CT1 3JF

Applications are invited from suitably qualified persons for the following post vacant from 1st January 1984.

EDUCATION OFFICER
The Education Officer will be responsible for the day-to-day running of the Education Department and will have a wide range of duties.

Further details and application forms are available from the Education Officer, 100, Victoria Road, Leicester, LE1 7JF.

Formal further details obtainable from the Principal, Lanchashire College of Further Education, Moss Lane, Bolton, Lancashire, Bk10 4JF.

Suffolk College

of Higher and Further Education
Suffolk College, Ipswich, Suffolk, IP1 1JF

These vacancies, effective from 1st May 1984, arise from the impending retirement of the existing Heads.

HEAD OF DEPARTMENT OF ART AND DESIGN
A grade IV Department with potential for growth in the provision of a range of currently approved DATEC National Certificate, Diploma and Higher Diploma courses in General Art and Design, Graphic Design, Illustration, Film and TV Design, Exhibition and Scenic Design.

HEAD OF DEPARTMENT OF CONSTRUCTION
A grade IV Department providing an established range of courses at craft, technician, and professional levels.

Salary, both posts: Head of Department Grade IV £14,148 to £15,849.

Application forms and further particulars from the Principal, Suffolk College, Ipswich IP1 1JF, to whom they should be returned within four days of the advertisement. Please enclose a stamped addressed envelope.

Suffolk County Council (3438)

ilea Inner London Education Authority

Adult Education
Applications are invited for the following posts. Salary scales in accordance with the Inner London Education Authority (ILEA) Adult Education Scale, effective from 1st January 1984. Closing date 30 December 1983.

SOUTH LEWISHAM ADULT EDUCATION INSTITUTE
Head of Institute, Laurence Road, Bromley, Kent, SE16 5JF. Salary scale £10,653-£12,652. Subject to formal approval for all posts unless otherwise stated, there is an Inner London Allowance of 1987. ILEA is an equal opportunities employer.

HACKNEY ADULT EDUCATION INSTITUTE
Head of Institute, Laurence Road, Bromley, Kent, SE16 5JF. Salary scale £10,653-£12,652. Subject to formal approval for all posts unless otherwise stated, there is an Inner London Allowance of 1987. ILEA is an equal opportunities employer.

SOUTHWARK ADULT EDUCATION INSTITUTE
Head of Institute, Laurence Road, Bromley, Kent, SE16 5JF. Salary scale £10,653-£12,652. Subject to formal approval for all posts unless otherwise stated, there is an Inner London Allowance of 1987. ILEA is an equal opportunities employer.

TOWER HAMLETS ADULT EDUCATION INSTITUTE
Head of Institute, Laurence Road, Bromley, Kent, SE16 5JF. Salary scale £10,653-£12,652. Subject to formal approval for all posts unless otherwise stated, there is an Inner London Allowance of 1987. ILEA is an equal opportunities employer.

DEAN OF THE FACULTY OF ART AND PHOTOGRAPHY
Grade VI and Faculty and London Allowances. Deans of Faculties and the Associate Dean are members of the College Management Board and of the Academic Board. They provide academic and resource leadership for the development of courses and subjects which comprise the Faculty programmes.

Applicants should be fully conversant with the requirements of the main validating bodies in the public sector of higher education: CNA, BTEC.

For further information concerning the appointment of interest to you (please specify) and application form please write to The Principal, Harrow College of Higher Education, Watford Road, Northwick Park, Harrow, Middlesex HA1 3TF (telephone 01-854 5422 Ext. 232) to whom completed applications are to be submitted by 18th January 1984.

Harrow is an Equal Opportunities Employer (18381)

DEAN OF THE FACULTY OF BUSINESS AND MANAGEMENT
Grade VI and Faculty and London Allowances. Deans of Faculties and the Associate Dean are members of the College Management Board and of the Academic Board. They provide academic and resource leadership for the development of courses and subjects which comprise the Faculty programmes.

Applicants should be fully conversant with the requirements of the main validating bodies in the public sector of higher education: CNA, BTEC.

For further information concerning the appointment of interest to you (please specify) and application form please write to The Principal, Harrow College of Higher Education, Watford Road, Northwick Park, Harrow, Middlesex HA1 3TF (telephone 01-854 5422 Ext. 232) to whom completed applications are to be submitted by 18th January 1984.

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THE OPEN UNIVERSITY

Summer School Tutorial Staff

Appointments for one or two weeks are available at the Open University's summer schools held at universities throughout Great Britain between 7th July and 8th September 1984.

Tutor Posts in the Faculty of Arts
Tutors qualified in: Art History, History, Music, Architecture and Design, Literature and Philosophy.

Tutor Posts in the Faculty of Social Sciences
D102 - Making Sense of Society.
Tutors experienced in teaching introductory level Social Science and in interdisciplinary teaching, qualified in one or more of: Economics, Human Geography, Politics, Psychology, Sociology, to teach in one of three interdisciplinary modules - Crisis and Conflict, The Fight for Shelter, Race, Mass Media and Society, Sexual Divisions and Society.

D262 - Introduction to Psychology
Tutors with experience of Experimental Methodology in different areas of Psychology.

D303 - Cognitive Psychology
Tutors qualified in Experimental Psychology. Computer experience desirable.

D204 - Fundamentals of Human Geography
Tutors qualified to teach Modern Geography, especially Urban, Retailing, Rural Social Geography, Statistical Techniques.

Tutor Posts in the Faculty of Mathematics
Tutors for the following courses: Mathematics: A Foundation Course (M101), Introduction to Pure Mathematics (M203), An Introduction to Calculus (M203), Mathematical Models and Methods (M204).

Tutor Posts in the Faculty of Science
Tutors qualified in: Biology, Chemistry (Organic, Inorganic, Physical and Photochemistry), Earth Sciences and Physics.

Tutor Posts in the Faculty of Technology
Tutors qualified in: Engineering, Materials Science and Modelling (for technology) (TM281), Materials Science (T252), Systems (design, planning and management of social or technical systems), and Engineering Mechanics (Solids) (T232).

7101 - Living with Technology
Tutors having teaching experience and qualifications and/or interests in the areas of Energy Policy and Resources, Microprocessors, Water Quality, Materials Science/Metallurgy, Mechanical Engineering, Electrical/Electronic Engineering.

7283 - Introductory Electronics, and 7291 - Instrumentation
Tutors qualified in Electronics and/or Instrumentation: previous teaching experience an advantage.

TAD292 - Art and Environment
Tutors to facilitate creative projects in a range of practical arts.

Tutor Posts for the U-Area
U203 - Popular Culture.
Tutors with teaching experience and interest in the following areas: Cultural Studies, Semiology, Film and Television Study, Sociology and Social History.

U204 - Third World Studies
Tutors with experience of teaching Third World Studies in Higher Education.

U221 - The Changing Experience of Women
Tutors with experience of teaching Women's Studies within Higher, Further or Adult Education.

Demonstrator Posts
Graduates in Science to work in areas of Biology, Chemistry, Physics, Earth Sciences, Graduate in Science and Engineering to work in areas of Materials Science, Metallurgy, Corrosion, Systems, Chemistry (water quality experiment), Electronics/Computing (microprocessor activity). Graduates in Psychology, Graduate in Mathematics, Science or Technology with some knowledge of Dynamics.

Application Procedure
For further particulars and an application form send a postcard to the Tutors Office (SS/1), P.O. Box 82, The Open University, Milton Keynes, MK7 4GL. Completed application forms must reach the Open University by Monday 30th January 1984.

LEICESTER COUNTY COUNCIL

EDUCATION DEPARTMENT
Leicester City Council, Education Department, 100, Victoria Road, Leicester, LE1 7JF

Applications are invited from suitably qualified persons for the following post vacant from 1st January 1984.

EDUCATION OFFICER
The Education Officer will be responsible for the day-to-day running of the Education Department and will have a wide range of duties.

Further details and application forms are available from the Education Officer, 100, Victoria Road, Leicester, LE1 7JF.

Formal further details obtainable from the Principal, Lanchashire College of Further Education, Moss Lane, Bolton, Lancashire, Bk10 4JF.

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SOCIAL SERVICES DEPARTMENT ARDAL COMMUNITY HOME WITH EDUCATION

Teacher of General/Remedial Subjects

Salary: Burnham Scale 1 plus £1,056 (111) Allowance, plus £1,869 Excess Duty Allowance, plus £258 London Fringe Allowance.

There is a vacancy for the above post from 1st January 1984 or as soon as possible afterwards.

Applicants must be qualified teachers, preferably capable of teaching remedial subjects. The person appointed will be based with a small group of boys aged 13-17 plus of mixed ability.

The successful applicant will be obliged to undertake an average of fifteen hours per week Extramural Duty in one of the four House Units.

Uniformed accommodation may be available if required, but residence on the 40 acre campus is not a condition of service and applicants may live out.

The Acting Principal of Ardall, Mr. P. G. Harris, will be pleased to discuss the post by telephone (0151 27271) and arrange an informal visit for interested applicants.

Application forms available from the Director of Social Services, 99 The Gravel, London E15 1LR, or telephone 01-519 2895 (24 hour answering service). Closing date 3rd January 1984.



YOUTH & COMMUNITY

LONDON

Inner London Education Authority

WISLEY HALL YOUTH CLUB

Assistant Youth Worker required for this club on a full-time basis. The club is situated in the heart of the community and provides a wide range of activities for young people. The successful applicant will be responsible for the day-to-day running of the club and for the development of new projects. The post is full-time, 35 hours per week, and the salary is £10,000 per annum. The closing date is 15th January 1984.

Applicants should be qualified teachers or have relevant experience in youth work. They should be able to work with a diverse group of young people and be able to communicate effectively with them. The successful applicant will be required to undertake an average of 15 hours per week of extramural duty.

The successful applicant will be required to undertake an average of 15 hours per week of extramural duty in one of the four House Units.

Uniformed accommodation may be available if required, but residence on the 40 acre campus is not a condition of service and applicants may live out.

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NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE

EDUCATION COMMITTEE

JOHN MARLEY PROJECT

YOUTH & COMMUNITY WORKER

The former John Marley Lower School is being developed as a major Community Education and Leisure Centre. The successful applicant will be responsible for the day-to-day running of the centre and for the development of new projects. The post is full-time, 35 hours per week, and the salary is £10,000 per annum. The closing date is 15th January 1984.

Applicants should be qualified teachers or have relevant experience in youth work. They should be able to work with a diverse group of young people and be able to communicate effectively with them. The successful applicant will be required to undertake an average of 15 hours per week of extramural duty.

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SINGAPORE

T.E.F. POSTS IN SINGAPORE

Minimum qualifications:

University degree and postgraduate diploma in Education

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SPAIN

EFL Teacher wanted to teach

mid-June to mid-September

Send full C.V. to: John

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